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INNOVATIVE LEARNING AS MODERN STAGE COMPONENT OF HIGHER EDUCATION SYSTEM DEVELOPMENT

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Abstract. *The issues and ways of introducing innovative education into the system of higher education have been analyzed in this article. It has been established that innovations in pedagogy are related to general processes in society, global problems, informatization and integration. Scientists' views on various aspects of innovative learning have been described. It has been clarified that the development of innovative processes in education is an objective rule that is conditioned by the intensive development of information and communication technologies, and updating the content of modern education. It has been proved that the emergence of new computer, media and multimedia technologies are resulted in the desire to continuously optimize and reform the educational process of higher education; to increase the level of self-improvement, self-education, and professional skills, to control and assess the quality of knowledge. It has been established that innovative training is a purposeful systematic and consistent introduction into practice of methods, techniques, pedagogical actions, modern means, which cover the educational process from the definition of its purpose to obtain the expected results. It is established that the main direction of innovation training is the solution of personalized oriented education problem, the essence of which is to consider the development of personality in humanistic way. It is emphasized that the importance and necessity of a retrospective socio-historical and comparative-pedagogical analysis of innovative pedagogical activity is aimed at updating the higher school.*

Keywords: *innovative teaching, teacher, knowledge, education, development, update.*

The purpose of the article is to highlight the application of pedagogical innovations in the educational process of higher education.

Statement of the problem. Innovation is one of the tendencies in human development. Considering this, the modern educational paradigm is built on principles of preservation, development, formation of the creative personality and its focus on self-determination, readiness to perceive and solve new tasks. Therefore, among the problems of scientific pedagogy, the problems of pedagogical innovation are highlighted, which reveals the general principles of the theory of pedagogical processes of innovative learning.

Analysis of the research. Recently much attention has been paid to the creation and use of innovative education.

Separate aspects of innovative pedagogical technologies in the organization of the educational process were the subject of dissertation research by scientists O. Hokhberha, S. Sysoievoi, N. Vasylieva, and others.

Problems of innovative processes in study are studied by teachers of many countries in the world (K. Anhelovsky, N. Grosz, M. Miles, A. Haberman, etc.), their interest is reflected in the analysis of various newest processes of teaching and education, ensuring the functioning of innovative projects and programs, creation of information centers for study of innovations in education.

Scientists I. Dychkivskoiu, P. Kirpal, F. Mehr, O. Piekhotoiu, and others noted that a person cannot be a pedagogically competent specialist without the study of the latest educational technologies, that now a new pedagogy is created, the characteristic feature of which is innovation – the ability and openness to updating.

Native researchers A. Nisimchuk, O. Padalka and others, believe that the concept of "pedagogical technology", "educational technology" has more recently expanded in science and education, each of which reflects the innovative model of educational process and combines content, forms and means.

V. Bykov, M. Kademiia, H. Kozlakova, O. Dovhiallo and others have devoted their research to the use of new information technologies, they have determined modern approaches to the organization of innovative learning process, orienting the teachers to use interactive technologies and networks.

The analysis of scientific and pedagogical sources shows that the use of innovations realizes the latest psychological and pedagogical directions in study.

The main material. The interaction of education and science is a process in which educational institutions play a leading role. In this case, the educational process and the conduct of scientific research are interconnected and ensure the unity of assimilation and transfer of knowledge. In modern conditions, knowledge is becoming one of the main factors of socio-economic development of the country. The present requires a fundamentally new stage in the development of society. This is characterized by general tendencies that affect all spheres of human activity. Necessary for the transition from industrial to scientific and information technology is the growth of the role knowledge, information and intelligence.

Changing traditional ideas about the world, life, values, and the future is conditioned by a breakthrough in scientific and technological development. Between the education system and the new living conditions, there was a gap. Therefore, the need to upgrade and reform the modern educational system that

responds to new challenges of civilization, taking into account tendencies and prospects of human development, is growing.

Development is an integrated and active approach to professional improvement associated with its professional activities, knowledge, values and behavior, through the use of a wide range of intensive new technologies. For training and development, such strategies and methods are used that help each individual to realize their potential. Development is particularly intense in the exercise of self-education and self-improvement [11, p. 60].

Understanding of knowledge is the most important result of learning. Despite years of learning experience, higher education institutions are constantly looking for the new ways of introducing students into the world of theoretical concepts. For the formation of skills in the course of training, it is necessary to organize appropriate educational activities.

The peculiarity of modern education system is the coexistence of traditional and innovative learning organization. Traditional teaching is characterized by weak controllability of educational process, weakness of feedback. Innovative learning is a purposeful systematic and consistent introduction into practice of techniques, methods, pedagogical actions, advanced tools that cover the whole educational process from the definition of its purpose to obtaining the expected results [10, p. 119].

The researcher F. Mehr notes that effective innovative education technology frees from the traditional need to simply accumulate information and perform routine mental operations. "The human brain," he notes, "is thus freed from the overload of mechanical memorization and accumulation of isolated elements of education, may now be released for innovative higher forms of thinking and creativity" [7, p. 102].

According to P. Kirpal, the main direction change and development of education is innovation, which creates alternative structures and types of training in response to numerous and varied learning opportunities [3, p. 99-101].

Thus, under the concept of "innovation" in pedagogy we understand the improvement of pedagogical systems, new forms and methods of teaching organization, the development principles of technology teaching, studying the problem of their optimal implementation in terms of updating the education system.

To innovation training there can be attributed: personal oriented learning; problem education; training optimization; the theory activation of educational activity; new information learning (technology); computer training; training in information and communication technologies; training for the method of projects, "cases", experiments, etc. [6, p. 47]. Thus, the main components of education are reviewed as: content, forms, methods, teaching

technology, methodological support (textbooks, methodologies), technical means of teaching, and functions of the teacher.

The main direction of innovative education is the problem decision of personalized oriented education, in which the student's personality is at the center of the teacher's and the psychologist's attention. The essence of personal oriented learning is to consider the development of personality in the humanistic way.

Psychologist Carl Rodgers [5] has highlighted the following basic principles in this direction: the individual is in the center of the changing world; therefore, for them, their own world of perception of the surrounding reality is significant, which cannot be fully understood by anyone from the outside; a person perceives the surrounding reality through the prism of their own attitude and understanding; an individual aspires to self-knowledge and to self-realization, he/she needs self-improvement; mutual understanding necessary for the development of personality is achieved as a result of communication; self-improvement occurs on the basis of interaction with the environment, with other people.

In the context of personal oriented learning, the teacher performs another role and function in the learning process. If according to the traditional education system the teacher together with the textbook were the main competent sources of knowledge, and the teacher was also controlling subject of knowledge, then, according to new paradigm of education, the teacher carries out more of the role of the organizer of independent active cognitive activity of students, a competent assistant adviser. His professional skills should be aimed not only at controlling the knowledge and skills of the students, but also at diagnosing their activities in order to help in a timely manner, by qualified actions, to eliminate the difficulties encountered in the knowledge and application of knowledge. This role is much more complex than traditional teaching, and requires a teacher of higher skill [9, p. 9].

Any innovation process requires the possession of information resources and communication technologies. Educational institutions today implement the latest information technologies that allow the implementation principles differentiated and individual approach to learning. At the lesson, the teacher provides an opportunity for each student to independently work with the training information. Information technology can be used for both full-time and distance learning. They provide an opportunity to realize the world tendencies in education, the access to the whole world information space.

The use of computer and multimedia technologies increases the level of self-improvement, self-education, gives new opportunities for creativity, obtaining professional skills and abilities, creates conditions for educational and cognitive activity, diversifies the learning process, provides educational

information in visual and audio information, provides feedback, control, and evaluates the quality of knowledge.

One of the methods that greatly enrich the educational process of modern high school is the method of educational projects, the use of which changes traditional approaches to learning. Work by project method involves identifying a certain problem and its further disclosure, clear planning of actions, and distribution of roles (if group work is considered). That is, it provides for the presence of tasks for each participant, provided their close interaction, the responsibility of the project participants for their part of the work, the systematic discussion of the steps and results. The method of projects is effective when a certain research, creative task is put in the educational process, for solving which integrated knowledge from different fields is needed, as well as application of research methods. It is stated that the method of projects is an important system component of productive education, educational processes organization through active methods of action (planning, forecasting, analysis, synthesis), aimed at implementing a personally oriented approach [4, p. 38].

One of the modern key innovative teaching methods is the case-based method, which is based on the principles that make it necessary to reconsider the role of the teacher and the student. When applying the case-method, the teacher creates conditions in the classroom that would allow students to develop their critical thinking skills and analyze them so that they could share their thoughts, knowledge and experience in the process of discussion.

The developing process case involves preparing a general plan, writing an initial version, discussing with specialists, preparing for the presentation, distribution. Thus, the task of the case-method is not just the transfer of knowledge, but the teaching of students to cope with non-standard situations that arise or may arise in real life [5, p. 50].

The leading form and an important component of innovative pedagogical activity is an experiment, the results of which enrich the educational process with new knowledge, makes it possible to ascertain the effectiveness of new ideas and technologies on basis of pedagogical practice. Pedagogical experiment can be educational, didactic, research. In general, the experiment in the education field is interpreted as a method of cognition by which the pedagogical phenomenon is investigated in natural or artificially created, controlled and controlled conditions; the search for a new, more effective method of solving the pedagogical problem continues; the method of research, which involves distinguishing the essential factors that influence the results of teaching activity, allows them to vary them to achieve optimal results. The purpose of the experiment is to test the effectiveness of various pedagogical influences, that is, content, methods, techniques, and forms of educational organization and educational work [1, p. 229].

It should be noted that an effective method of researching innovative processes in higher education is their retrospective socio-historical analysis, since the higher school, since its inception, has been an experimental field in which not only new knowledge and technologies are generated and tested, but also new social roles, the problem of innovations is constantly reproduced. Their research implies the use of all those opportunities that opens methodological pluralism, which allows for the creation of a flexible program of methodological strategies [8, p. 32].

Thus, education responds to new civilization challenges, takes into account the tendencies, prospects of human development. Innovations allow organizing the learning process so that all participants in the learning process take part in it. Students open the opportunity to realize self-knowledge, self-realization, and self-improvement and to defend their own point of view. The requirements for the teacher are changing.

Conclusions and further research perspectives. Innovation processes taking place at a high school offer great opportunities for improving the learning process. Innovative learning is one of the most important components of higher education system. It should be noted that higher education needs radical renewal and reform, which is the creation and implementation of advanced innovative teaching technologies, which occupy a significant place in the educational process of higher education. The effectiveness of the use of innovation training is considered as a function of optimizing the creative potential of a teacher and a student, while the teacher takes a person-oriented position. The introduction of innovations in educational process gives way to use the latest forms, methods, techniques, models, tools. The ideas of innovation training are widely developed and applied, research projects are being implemented, and new types of educational institutions are created.

A promising area of research activity is the combination of classical pedagogical technologies with innovative information technology learning. The initiators of innovation process must think over and simulate communication channels and mechanisms, track their performance, make adjustments, make the necessary analysis, systematize views, and open new opportunities for the introduction of innovative learning.

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