

EDUCATION IN A COMPETITIVE AND GLOBALIZING WORLD

**A VIRTUAL HIGHER EDUCATION
CAMPUS IN A GLOBAL WORLD**

**THE ROLE OF THE ACADEMIC CAMPUS IN
AN ERA OF TECHNOLOGICAL PROGRESS**

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Chapter 17

**INNOVATIVE TECHNOLOGIES
IN MODERN PEDAGOGICAL PROCESS**

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ABSTRACT

The chapter reveals the importance of using innovative pedagogical technologies for the future teachers’ training and analyzes the possibilities of their introduction into the educational process of higher pedagogical educational institutions.

The main priorities of interactive methods are students’ individual work, modular control and evaluation of the educational information learning. In this regard the case-study method is extremely relevant. The essence of this method is as follows: students are encouraged to comprehend the educational situation. The situation reflects practical

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problems and requires certain knowledge that should be acquired when studying this problem. However, the problem itself does not have unique solutions. Individual analysis of the “case” and its discussion in the group give much more opportunities for the professional skills development than memorizing a textbook or a lecture summary.

The purpose of the case is a detailed analysis that teaches the students to analyze and develop action programs, expands their behavioural competence. “Case-method” has certain advantages, since it is not only a training method, but also has a great educational potential in terms of a personality development. This innovative pedagogical technology actually makes it necessary to reconsider the roles of a teacher and a student. So, the “case-method” successfully combines training, analytical and educational activities.

Keywords: modernization of education, innovation, interactive methods, “case study“, analytical, educational activities

INTRODUCTION

Continuous improvement and updating of the content and technologies of professional education on the basis of a competence approach is an important issue of higher professional education system in Ukraine. Changes in the basic educational paradigm are specified in the future teachers’ training. One of the strategic tasks of higher education, according to the Program of Education Development in Ukraine for the 21st century, is the achievement of a qualitatively new level of mobility of the professional and practical training. Young people today have to start their working life early that makes particular demands on the process of their training.

The problem of innovative strategy of modern education is studied by a number of scientists: T. I. Volokovskaya, I. M. Dichkovskaya, L. Danilenko, T. F. Kolyada, V. Monakhov, L. G. Ovcharenko, V. F. Palamarchuk, I. P. Podlasy, A. Podlasy, G. Selevko, L. B. Khikhlovsky, J. W. Gardner, H. Klages, E. Petlak, S. Pokrivcakova, Z. Pietrasiński, A. J. Sowiński, P. R. Whitefield and many others. Various aspects of future teachers’ professional training were covered by such researchers as A. V.

Korzhuev, D. L. Oproshchenko, V. A. Popkov et al. Theoretical and practical aspects of the interactive teaching methods usage are reflected in the studies of I. Vachkov, S. Goncharenko, E. Emelyanova, S. Kramarenko, A. M. Martynets, N. Oganesyanyan, L. Pirozhenko, O. Pometun, M. Skatkina, V. Shubinsky and others.

The problem of cases use in the professional education is studied by E. Monter, M. Lider, J. Erskine, M. Norfi, E. Zehner, V. Gordin, I. Kolesnikova, Z. Yuldashev, P. Sheremeta, L. Kanishchenko, I. Bogdanova, E. Mikhailova, etc. But the application of the situation analysis method is still at the initial stage. The analysis of recent studies and publications has shown that in the scientific and methodological literature the main attention is paid to the essence of the case method, the methodology of cases use during the lesson, but the advantages of this method for the personality development are almost not revealed.

The use of information and multimedia technologies in the modern world are studied in the works of I. Belitsin, E. Jay, Y. Egorova, M. Zholdak, N. Ishchuk, V. Kachala, G. Kirmaier, N. Klevtsova, N. Klemshova, I. Kosenko, V. Lapinsky, A. V. Oleinik, T. Piskunova, A. V. Skali, A. G. Smolyaninov, A. Soloviev, M. Tukalo, A. Chaykovskaya, A. Chubukova, M. Shut, and others. The aim of this research is to reveal the notion of innovative pedagogical technologies, to outline the basic methodological requirements that any innovative educational technology should meet; to examine the case study method as one of the most common interactive methods of future teachers' professional training. Modernization of the education system is connected with the introduction of innovative technologies, based on the integral models of the educational process, on the dialectical unity of the methodology and means of the methods implementation into the educational space. Recently, the term "innovative pedagogical technologies" has become widely used. Before considering the essential features of innovative pedagogical technologies, let's clarify the key concepts of "innovation" and "pedagogical technology".

The word "innovation" is of Latin origin and means renewal, change, introduction of something new. In the pedagogical interpretation,

innovation means something new that improves the course and the results of the educational process. Researchers of the pedagogical innovations (A. Arlamov, M. Burgin, S. Goncharenko, V. Zhuravlev, V. Zagvyazinsky, N. Yusufbekova, A. Nichols, etc.) try to correlate the concepts of the new in pedagogy with such characteristics as useful, progressive, positive, modern, advanced. For example, V. Zagvyazinsky believes that the new in pedagogy is not only ideas, approaches, methods, technologies that have not yet been used yet, but also the set of elements of the pedagogical process that allows the teacher to effectively solve the problems of upbringing and education [5, p. 22]. Distinction is made between novation and innovation. Novation is a tool itself (a new method, methodology, technology, program, etc.), and innovation is the process of its development.

Some scientists (V. Slastenin, L. Podimova) define innovations as an integrated process of creating, disseminating and using a new practical tool in the field of technology, pedagogy, and scientific research [5, p. 23]. The others believe that innovation can not be reduced to the creation of means. Thus, I. Podlasy says that innovations are ideas and processes, tools and results, taken as a qualitative improvement of the pedagogical system [5, p.25]. Differences in the interpretation of the concept are due to the different ideas concerning the core of the subject by different scientists. Some of them are convinced that innovations are only something new that results in the cardinal changes in a certain system, others declare that any, even insignificant, new idea belongs to this category. Nevertheless, innovation activity is the basis of innovative educational processes, the essence of which is the renewal of the pedagogical process, the introduction of new formations into the traditional system. The desire to constantly optimize the educational process has led to the emergence of new and improvement of previously used pedagogical technologies of different levels and different target orientation. Today the concept of pedagogical technology is firmly embedded in the pedagogical lexicon. "Pedagogical technology" is a model of pedagogical activity, that provides comfortable conditions for the student and the teacher" [2, p. 2].

The main principles of innovative technologies choice are: perspectivity, democracy, humanity, realism, integrity, manageability, economy, relevance. It is expedient to evaluate innovations on three main criteria: relevance, utility, realism. The urgency of innovations is connected with the possibility and the necessity to solve a specific problem right now. The problem means a discrepancy between the actual situation and the desired, between the existing problems and the possibilities to solve them, between the desired results and the choice of the ways to achieve them.

G. I. Kobernik says: “Development of the students’ readiness for innovative activity implies, first of all, a deep study of the theoretical issues of teaching and learning process, the positive aspects of pedagogical theories, ideas and technologies that have already been studied and introduced into pedagogical practice. Only profound preparation for the study of fundamental pedagogical theories and technologies, understanding the mechanism of their implementation makes it possible to raise the level of future the teachers education“ [3].

Such innovative pedagogical teaching technologies are used in the future teachers’ training program:

- critical thinking technology (ability to state one’s own views, to debate and convince the opponent, to make decisions, to learn individually, to communicate openly, to think logically);
- the technology of creative thinking development;
- integral pedagogical technology;
- self-study technology;
- the technology of a creative personality development (skills of cognitive activity, self-management, independent thinking, non-standard decisions making, conscious choice of their life position, generation of the original ideas);
- the technology of personality-oriented teaching;
- project technology (self-development by solving problems and using knowledge in specific practical activities);

- the technology of differentiated education (ability to learn, desire to generate ideas, to find alternative solutions to standard and problematic situations);
- the technology of humanistic education (feeling of patriotism, promotion of physical and moral health);
- technology of modular developing education forms self-educational competence of the students;
- group learning technology (internal motivation for active perception, assimilation and transfer of information, development of communicative competence);
- technologies of the educational process individualization (maximum productivity of the students' work in the existing system of education).

Theoretical and practical questions of the case method usage were first studied by foreign scientists E. Monter, M. Lider, J. Erskine, M. Norfi. In the 70 - 80s of the 20th century this method became widespread in the USSR, mainly on economic specialties of higher educational institutions, primarily as a method of decision-making. Such scientists as G. Bryanskiy, Y. Katerinoslavsky, A. Kozlov, D. Pospelov and others made a significant contribution to the development and implementation of this method.

In the Ukrainian educational practice, the application of the situation analysis method is at the initial stage. Such Ukrainian scientists as P. Sheremeta, G. Kanishishchenko, I. Bogdanova, E. Mikhailova, V. Materka, V. Polyakova, D. Kavradze, J. Tkachenko, A. Sidorenko, J. Surmin, V. Sh. Sh., V. Loboda, A. Furd and others fruitfully work in this area.

So, first of all we will find out how the concept of “case-study” is defined. Literally, “case-study” means an “example for study”, “analysis of the educational situation”. For the first time this term was used in the early twentieth century. And as a “case-study” method it was first applied in Harvard University Law school in 1870. The introduction of this method at the Harvard Business School began in 1920. The first collections of cases were published in 1925 in Harvard University's reports on business.

From a methodological point of view, the “case” is a specially prepared educational material, a “real life situation”. Training with the help of “case studies“ develops the students’ ability to analyze, avoid mistakes while working on specific tasks, strengthens the connection between theory and practice. That is, the “case study method” is based on the concept of mental abilities and actions development [3].

The purpose of case studies is a detailed analysis of a situation. Their goal is not to present the specific “right ways”, but to help the students acquire analytical skills. Students learn not to confuse the substantive with the procedural, which is of key importance with that is of secondary importance.

So, the case approach should help develop the ability to make effective decisions. In addition, this method teaches the students to analyze and develop action programs, which, in turn, motivates them to correct behavior [6].

Based on the scientific researches of Sh. Bobokhudzhaev, Z. Yuldashev, I. Gladkih, G. Kanishchenko, O. Smolyaninovoy, Yu. Surmina, P. Sheremet and the pedagogical experience of the innovators, the following features of the “case-study” method can be defined: - “cases” are not used for the knowledge transfer (although, some knowledge transfer occurs). Cases provide “images“ of real problems or real situations that give the students understanding what has to be done, students learn to solve complex unstructured problems that can not be solved analytically. The discussion of cases is a potential impetus for the exchange of perspectives and practical experience;”case” facilitates the integration and application of knowledge. The student demonstrates his attitude, values and orientations in the learning process, which are supported or not by the others.

The results of such interactive learning are difficult to predict and verify, since they can take many forms. “Cases” are always useful in enriching the experience and improving the professional skills of the students, if they are based on a creative approach in the process of analyzing the situation, choosing a strategy and solving the problem independently [1, p. 87].

The specifics of the method contribute to the development of the following students' skills: analytical skills (the ability to receive and classify information, to identify essential and nonessential information, to analyze it, to think clearly and logically), and practical skills in using theory, methods and principles), creative skills (generation of alternative solutions); communicative skills (ability to debate and convince the opponents, use visual material and other media, cooperate in groups, defend one's own point of view, write a short and convincing report), social skills (assessment of the people's behavior, ability to listen and understand the others, to support in the debate or to express the opposite view, etc.).

CONCLUSION

Among other innovative pedagogical technologies, the "case-study" method is one of the most effective in the modern educational system of Ukraine.

The "case method" simultaneously reflects not only the practical problem, actualizes a certain set of knowledge that is to be acquired in the process of the problem solution, but also successfully combines analytical and educational activities.

The application of this method by the teacher on the one hand stimulates the individual activity of students, forms positive motivation for learning, provides high productivity of education and development of the future professionals, creates certain personal qualities and competences, and on the other hand makes it possible for the teachers to update their own creative potential.

It is likely that in the coming years the situational methodology will become dominant.

In our opinion, further research will be directed to the development and implementation of various interactive technologies to increase the effectiveness of the educational process in the university.

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