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INNOVATIVE APPROACHES TO TEACHING AT HIGHER EDUCATIONAL INSTITUTIONS IN EXAMPLES AND TASKS

The importance of teaching students at higher educational institutions by innovating study methods is investigated. Main innovative approaches were investigated. The usage of cases and projects in classes are studied. It is discussed that classic case promotes the development of independent decision-making skills, the second purpose of working with the case in the classroom is a communicative practice. It is described possible projects in the article. Innovative approaches for the formation of critical thinking skills is described in the article. It was determined that the systematic usage of the innovative approaches at higher educational institutions makes gave possibillity to effectively soft skills formation.

Key words: case studies, project-oriented approach, innovative teaching approaches, pedagogy, foreign language, communication, innovative teaching technologies.

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ІННОВАЦІЙНІ ПІДХОДИ ВИКЛАДАННЯ ДЛЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ У ПРИКЛАДАХ і ЗАДАЧАХ

Досліджено важливість навчання студентів вищих навчальних закладів за інноваційними методами та основними інноваційні підходи. Вивчається використання кейсів і проектів на заняттях. Обговорюється, що класичний кейс сприяє розвитку навичок самостійного прийняття рішень, другою метою роботи з кейсом на уроці є комунікативна практика. У статті описані можливі проекти. У статті описано інноваційні підходи до формування навичок критичного мислення. Визначено, що систематичне використання інноваційних підходів у вищих навчальних закладах дає можливість ефективно формувати soft skills.

Ключові слова: кейс дослідження, проектно-орієнтований підхід, інноваційні підходи до навчання, педагогіка, іноземна мова, комунікація, інноваційні методи та технології навчання.кейси,

Introduction

Today, innovative teaching methods occupy a special place in the education system.

Innovative methods are new, modern methods in the work of a teacher, which are an effective means of developing the cognitive, communicative, personal activities of students.

The emergence of innovative methods is due to the demands of modern society, which is in a state of continuous development and change. Consequently, the education system in such a society must also change and improve in order to meet these demands. There are many different innovative methods.

Identification of previously unsettled parts of the general problem. Innovative teaching methods are methods based on business cooperation between the teacher and students, involving the teacher in their problems and providing an opportunity to assert themselves. Self-affirmation helps to increase motivation for learning and the subsequent choice of a life path. Innovations, or innovations, are characteristic of any professional activity of a person and therefore, naturally, become the subject of study, analysis and implementation. Innovations are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams.

Thus, the innovation process consists in the formation and development of content and the organization of the new. In general, the innovation process refers to the complex activity of creating, developing, using and disseminating innovations.

In the developing educational system, innovative processes are being introduced in the following areas: the formation of new educational content, the development and implementation of new pedagogical technologies. The emergence and intensive development of innovative teaching methods is due to the fact that new tasks have arisen before the educational process - not only to provide students with ready-made knowledge, but also to ensure the formation and development of cognitive interests and abilities, creative thinking, skills and abilities of independent decision-making. In other words, a higher educational institution is faced with the task of ensuring the effective formation of the required competencies that characterize the knowledge, skills and abilities of a graduate in certain areas of professional activity. These requirements are clearly spelled out in modern educational standards, when a competency-based approach is used to assess the assimilation of taught disciplines, i.e. not just knowledge and skills are

evaluated, but professional competencies as the ability to successfully act on the basis of practical experience, skills and knowledge in solving professional problems.

The main purposes of this paper is to summarize the current changes in didactics for the use of innovative teaching approaches and to study the understanding of changes by teachers. Increasing the effectiveness of the formation of professional competencies through the use of project-oriented teaching methods in higher educational institutions.

The main part.

Today, modern universities are faced with the difficult task of preparing competent specialists, not only with the necessary level of knowledge in their chosen profession. The demand for graduates of higher educational institutions in the labor market is determined by their mobility, the ability to competently work with information, make decisions, independently carry out cognitive, creative activities. One of the most advanced technologies that allow developing the creative qualities of students is the project method.

The project activity of students is a necessary condition for the implementation of the project-target approach, being an innovative project-target learning technology. A project is a form of organization of large, relatively independent undertakings; these are the wishes and intentions of the author of the project to eliminate problems, described in a certain professional language; this is something that will definitely be implemented, otherwise it is not a project; limited in time, territory, within the framework of the topic and in the human, financial and other resources used; without a description of wishes (goals), containing only a description of the intention of actions - this is a plan; without a description of the intention of actions (tasks) is a "project" As you know, the main goal of the project-oriented approach is to create conditions under which students have the opportunity to effectively use previously acquired knowledge to solve scientific and practical problems, independently acquire the missing knowledge and develop research skills and abilities. In our opinion, the experience of participating in research conducted at domestic and world-class experimental facilities is of particular value for students to realize the scientific and practical significance of their work. Due to objective reasons, students, as a rule, cannot directly participate in experiments, and their participation in these works is reduced mainly to the processing and analysis of experimental data obtained by others. However, it should be noted that, as a rule, students are provided with "raw" materials for analysis without any preliminary processing. The emergence of new tasks is due to the rapid development of the information environment. Under these conditions, traditional forms of education should be supplemented with interactive elements, which can only be achieved with practice-oriented learning, which involves educational and cognitive activities both in the study of academic disciplines and in the implementation of industrial practice.

An analysis of the assessment of the conditions for the formation of professional competencies revealed that in the process of preparing students, the greatest effect can be achieved using project-oriented teaching methods, since their use involves independent planning and active implementation of a specific problem and task, often associated with real production conditions. At the same time, as a result of the implementation of project-oriented tasks, students must provide ready-made solutions for a specific production situation with certain initial conditions. Moreover, these decisions, if possible, should be as close as possible to real production conditions, taking into account all organizational and technological factors of production. The degree of possibility of implementation in real production may depend on the level of specification of the task.

An alternative approach to the implementation of the project method is that a project is considered not a narrow production task with known initial conditions and a general algorithm for achieving the goal, which is solved within the framework of studying one specific discipline, but a complex task that involves a phased solution using the resources of different disciplines which, as a result, form a number of professional competencies among students.

The project-oriented approach allows structuring the process of competence formation. The implementation of projects by students in the learning process (both short-term and long-term) contributes to the gradual formation of professional competencies.

Depending on the length of the learning cycle, projects can be short-term or long-term. Short-term projects are focused on the development and practical implementation of small products. As a rule, work on such projects is mainly limited to the framework of one discipline.

In general, each project should include five main components:

- problem;
- design (planning);
- search for information;
- product (creation of a project product);
- presentation of the project product.

The study is motivated by the problem of ensuring the quality of education of modern youth with the aim of active participation in complex innovative inter-university projects (Figs. 1 – 3). The teacher is entrusted with such functions as coordinating the cognitive process, correcting the course, consulting in drawing up an individual study plan, managing educational projects, etc. Humanization of education as a leading component trend of its development means the orientation of education towards students, creation of conditions for the manifestation and development of their individuality at all stages of education in various higher education institutions [10–16]. Such conditions contribute to the protection of humanity in general and students in particular from the danger of them losing their uniqueness, alienation from life, the world of nature and culture; they are aimed at maximum satisfaction of

higher human needs in self-actualization, self-realization, professional and social development [12–17, 21, 22]. General reserves of innovative projects:

1. Cooperation on further identification and formation of intellectual property objects of complex developments based on inter-university partnership relations.

2. An increase in the number of students who work independently and with enthusiasm, gain an active position and increased creative potential.

3. Growth of the types, quality and quantity of intellectual innovative products in higher educational institutions, as well as the quality and quantity of innovations developed and implemented in practice and other types of activities [1, 21, 22].

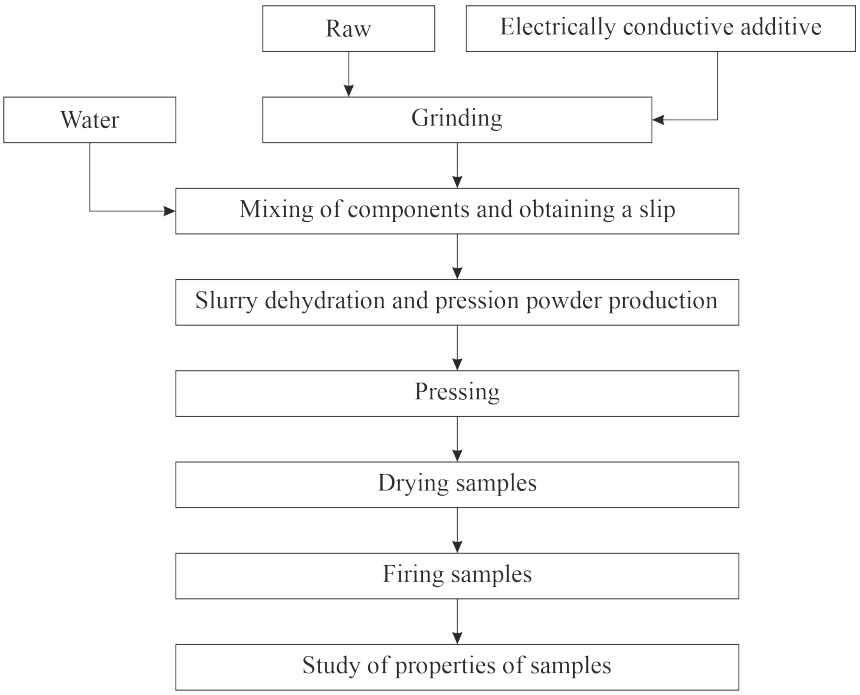

Figure 1. An example of a functional sample processing scheme according to the requirements of the project's scientific and technical documentation

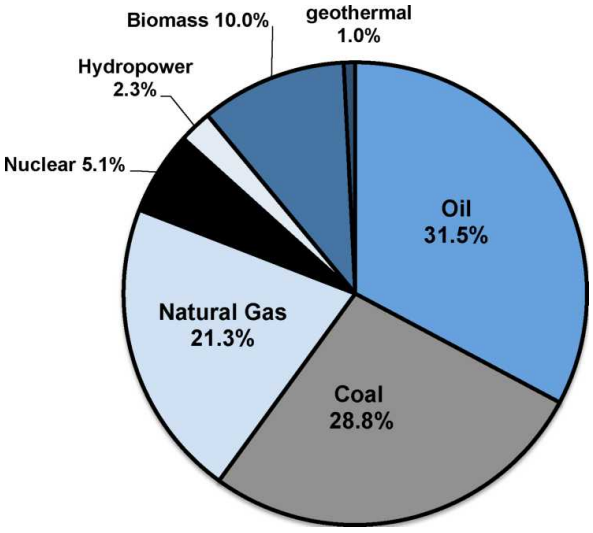

Figure 2. Global Energy Consumption by Source, 2011 Source: International Energy Agency (IEA 2013)

Figure 3. The Project is supported by the Australian Government through the Renewable Remote Power Generation Program. The Program is implemented by the State's Office of Energy in Western Australia

Project-oriented learning differs from the traditional one in more rational planning of interdisciplinary learning with a focus on a particular student, his individual learning path.

Under the practice-oriented approach, we mean a set of techniques, methods, methods, forms of training, aimed at the formation of practical skills in professional activities. A practice-oriented approach to teaching allows solving one of the main tasks of training specialists - creating conditions for the development of professional competence of a person who is able to compete in the labor market. Undoubtedly, the formation and development of professional competencies takes place in a complex, systematic way.

The inclusion of practical actions in the educational process creates an educational space in which the theoretical base acquires its practical implementation. Thus, a practice-oriented approach creates the possibility of a gradual increase in the professional qualifications of a specialist - from the formation of typical professional actions to productive creative activity. A practice-oriented approach involves the use of project-based learning within the framework of training courses, during which students are purposefully prepared for social project activities.

The technology of project work is the organization of the educational process in accordance with the algorithm for the phased solution of a problematic task or the completion of an educational task. The project involves a joint educational and cognitive activity of a group of students aimed at developing a concept, setting goals and objectives, formulating expected results, determining the principles and methods for solving the tasks set, planning the progress of work, searching for available and optimal resources, phased implementation of the work plan, presentation of work results, their comprehension and reflection.

The main goals of the technology of project-based learning are: mastering by students the skills of designing, constructing, organizing and analyzing their activities; creation of conditions for the formation of personally significant experience of individual and joint activities in solving problems. There are various classifications of project types. Let's dwell on some of them. Research projects have a structure close to genuine scientific research. They involve the argumentation of the relevance of the topic, the definition of the problem, object, subject, goals and objectives of the study. It is obligatory to put forward a research hypothesis, designate research methods and conduct an experiment, designate problems for further research. Information projects are a type of projects designed to teach students how to extract and analyze information. This is an educational and cognitive activity with a pronounced heuristic orientation.

Project participants study various sources of information and use various methods of obtaining information, processing it and presenting it. Such a project may be part of a research project or may develop into one. Creative projects have a less developed structure, students' educational and cognitive activity is carried out within the framework of the framework task, obeying the logic and interests of the project participants, but they are still built according to a certain logic: determining the need, studying the analysis of existing objects), designating requirements for the design object, developing ideas, their analysis and selection of one, planning, production, evaluation.

The form of presentation of the results may be different. Game projects assume that project participants perform certain roles determined by the content of the project. Leading activity - role-playing game. Be sure to outline the problem and goals of the project. Results can sometimes be determined only at the end of the project. But the reflection of the participants and the correlation of the results obtained with the goal is necessary. And, finally, practice-oriented projects are projects that necessarily involve a practical way out.

The result may be a product that satisfies a specific need; social result aimed at satisfying the interests of the project participants or at solving social problems, etc. A

well-thought-out project structure is important here; good organization of activities, presentation of the results obtained and possible ways to implement them in practice.

The main conditions for applying the project method include:

- the existence of a significant problem that needs to be solved through research and the application of integrated knowledge;
- the significance of the expected results for the implementation of the project;
- structuring the stages of project implementation; - independent activity of students in a situation of choice.

Thus, project-based learning is a motivated, practice-oriented educational activity of students aimed at self-realization of creative, research and other abilities of students, the formation of social design and modeling competencies, and the increment of their intellectual potential.

The project, as a rule, is aimed at developing technologically supported optimal options for solving current and future social problems. It has socio-diagnostic and technological support: it is determined by the purpose, tasks; equipped with an implementation mechanism, clearly and specifically planned, assessed in terms of viability. It is really the best option for solving a social problem with the greatest social effect.

Over the past decade, the system of higher education in Ukraine has undergone significant structural transformations: universities have received a greater degree of autonomy in managing their activities, greater freedom in determining educational policy, the orientation of universities' specialization and competitiveness has changed. The goals and results of the activity of higher educational institutions, taking into account the needs of the state and society, are a radical renewal of educational technologies, a change in the organizational and economic mechanisms for managing the image of individual institutions, increased competition in the educational services market, creating the need to search for new strategic approaches in the management of higher education.

So, innovative teaching methods include interactive and computer technologies. Interactive technologies include lectures and seminars. Computer learning technologies include the collection, processing, storage and transmission of information from student to student and vice versa. Today, purposeful and comprehensive training of a specialist is required, including a wide range of not only information knowledge and skills, but also information competencies related to the search, extraction and critical analysis of information, the ability to independently acquire and produce new knowledge. In other words, we are talking about the formation of the information culture of the future specialist.

Along with the use of various innovative technologies, it is necessary to actively use teaching methods in the educational process of the university, stimulating the cognitive activity of students, based mainly on dialogue, involving a free exchange of views on ways to solve a particular problem, characterized by a high level of student activity. Teaching methods that meet the above requirements include heuristic learning, brainstorming, problem-based learning, debate, cross-discussion, design method, case study.

Case study is often referred to as a business game in miniature, as this method combines professional activities with gaming. The essence of this technology lies in the fact that the educational material is presented in the form of micro-problems, and knowledge is acquired by students as a result of their active research and creative activity to develop solutions. Among the advantages of the method, researchers note: practical orientation and variability of training; possibility of application in distance learning; economy in terms of material and time costs; the ability to adapt the case to a real organizational situation; the possibility of creating a favorable socio-psychological climate that motivates participants to use their experience, be active, and use creative abilities.

The latter is especially important for students of creative professions, such as a journalist, an advertising and PR specialist, a marketer; the possibility of establishing two-way communication between the moderator (teacher) and participants; the opportunity for students to increase their confidence that they can cope with such tasks in reality or, conversely, identify their weaknesses; the opportunity for participants to make mistakes in a situation close to reality, and then analyze them. The case method usually includes the following important components: a description of a situation / story that happened somewhere (for example, in a real company), background information with a detailed description of all the details (Background), various semantic components of the situation that logically complement each other, comments on the situation by various people (by the heroes of the described situation), the formulation of the problem that needs to be solved. [20, 21–29].

The case method necessarily involves describing a variety of relationships, conflicts, bringing opinions, emotions and views of the heroes of the case. Consequently, this is a whole life story, plunging into which, the student finds himself in the role of a decision maker, while the main difficulty in making a decision to solve the problem is associated with the need for a thorough understanding and analysis of the totality of various connections, conflicting subcomponents of the situation, life experience, emotions, opinions of people - the heroes of the situation. The student feels himself in the role of a person solving a problem, but at the same time it becomes clear to him that this decision will not be positive for all the heroes of the story.

Unlike many other teaching methods, the case method requires teachers to refrain from expressing their own opinions about the decisions being considered. The main task of teachers using the case method is to motivate students to develop, describe and defend solutions to the problems presented in each case. Cases aimed at encouraging students to make decisions have a

number of advantages for the processes of self-development and self-learning. One of them is that the student learns to discover connections between real events and decision making. Another advantage is the need to look at the case from the individual's point of view. Young people learn to accept, explain and defend their decisions. This type of activity stimulates the cognitive activity of a person, because he needs to develop, think over the best solution, formulate many different proofs.

Conclusions and ideas for further investigation

One of the most important advantages of this method is that the process of completing a task to solve a case interests students and is attractive to them. Thus, it is advisable to conclude that cases motivate students to carry out active mental and creative activities, as they provide them with the opportunity to make decisions and solve real business problems, acting as leaders/managers. Students realize the chance to compete and demonstrate their analytical and managerial skills. At the same time, students are effectively working to improve their own speech skills for free communication in a foreign language. They use language naturally, language is a tool for communication and problem solving. The teacher should try to play the role of observer, mediator, direct the progress of work, provide the necessary language clarifications in case of students' difficulties, ensure successful group communication.

The teacher should offer help and support depending on the needs and abilities of the students to carry out this type of activity. It is safe to say that this method should be used as an important final stage of work on the topic, since it allows you to most fully activate speech activity, stimulating the use of acquired lexical and grammatical knowledge in "live" communication. The case method allows students to prove themselves as a professional, a specialist who solves important professional problems at the global level.

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ИННОВАЦИОННЫЕ ПОДХОДЫ ДЛЯ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ В ПРИМЕРАХ И ЗАДАЧАХ

Исследована важность обучения студентов высших учебных заведений по инновационным методам и основным инновационным подходам. Изучается использование кейсов и проектов на занятиях. Обсуждается, что классический кейс способствует развитию навыков самостоятельного принятия решений, второй целью работы с кейсом на уроке является коммуникативная практика. В статье описаны возможные проекты. В статье описаны инновационные подходы к формированию навыков критического мышления. Определено, что систематическое использование инновационных подходов в высших учебных заведениях позволяет эффективно формировать soft skills.

Ключевые слова: кейс исследования, проектно-ориентированный подход, инновационные подходы к обучению, педагогика, иностранный язык, коммуникация, инновационные методы и технологии обучения.