UDC 378.001.895 (043.2)

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Innovation in Higher Education as a Condition for Integration into the Common European Educational Space

The position that the effectiveness of the training of future specialists depends on a complex of pedagogical conditions, including those productive methods and technologies that provide achievement of targeted educational goals, and obtaining of educational content according to national and European standards and principles of quality assurance with a view the requirements of the labor market, was substantiated.

The Law of Ukraine "On Education" adopted by the Verkhovna Rada of Ukraine in 2016 defines the international integration and the integration of the educational area into the European Higher Education Space as one of the state priorities in the higher education area under the preservation and the development of the achievements as well as the progressive traditions of the national higher school [1]. This process is multifactorial and involves the introduction of the European standards and principles as well as mechanisms of quality assurance to meet the requirements of the labor market for the specialists' competencies, to guarantee quality, correspondence of the national educational sector with the European higher education, to promote the cooperation with the European educational institutions. An important condition for the integration of the national systems of higher education to the common European educational space is the ability of schools to provide qualitative educational services. The modern higher education establishment should not only ensure the organization of educational process and getting higher education by the students based on their interests and abilities, but also to perform innovative methodological work.

Therefore, an innovative part of the educational process is especially significant. It is designed on the basis of the modern methods and techniques of teaching as well as the organization of the students' research work, aimed at the formation of the future professionals' core competence.

Professional competence is featured by the extensive knowledge of fundamental and professional disciplines, highly developed skills of lifelong self-education, high level of handling professional technology, ability to concentrate and effectively apply knowledge and skills as well as synthesis methods to solve non-standard problems that arise in the professional activity [2, p. 92]. A necessary condition for the development of the future professionals'creative potential is to encourage students' divergent thinking aimed at the variability of the search for the optimal solution of training and production problems. The basis for the formation of divergent thinking is autonomy in educational and cognitive activity, criticism, the ability to accept new ideas and recognize one's own mistakes.

In the teaching practice of a higher vocational school, a variety of methods and forms of teaching and learning of students is applied. They are classified according to

various criteria, for example, didactic purposes, methods of teaching, level of activity of the educational process subjects, the degree of their involvement in productive activities. The traditional methodological systems of training future professionals consider a student as an object of educational impacts. A crucial role in ensuring the effectiveness of the educational process is played by a teacher who is the main source of knowledge assimilated by a student along with a textbook. Teaching methods that provide such educational models are called reproductive (for instance, traditional lecture, explanation with demonstrations, reproductive survey). Reproductive tasks usually do not provide students' independent activity, and their solution is ensured by a sample.

Innovative training is organized in the way to make students most involved in the cognitive activity, demonstrate autonomy and creativity in solving educational problems. A feature of interactive learning is permanent active cooperation of all subjects of the educational process. Modeling true-to-life situations is covered; different ways of activity focused on the common solution of problems are followed. Interactive training promotes the formation of the professional competence, skills, and abilities which are important for the future production activities, values, atmosphere of cooperation, and interaction. In this way, the role of a teacher whose functions vary qualitatively from the source of right knowledge to the coordinator of pupils' cooperate teaching and learning fundamentally changes [3, p. 7]. Interactive learning technologies are classified by the form of educational activity they implement: pair (each participant of the educational process works with a teacher or another student), front (one teacher trains a group of students), group or cooperative (subjects of the educational process actively teach each other), students' individual (independent) work [3, p. 13].

Educational technologies, methods and forms of active learning, which are oriented at the means of computer support for the courses, educational resources in the Internet are widespread. For example, the technology of the mass open social learning provides for not only the use of open online courses (video lectures and broadcast of teaching a huge number of people), but also the organized peer learning network. Under the growing share of students' independent work, the so-called "inverted" exercises, which provide for the independent studying of the theoretical and lecture program, and the thorough consideration of the tasks and the exercises on the corresponding topics in a classroom can be quite efficient. The technology of storytelling ensures proper logical structuring of academic topics, applying appropriate effective methods, applications and services that make it possible to represent a theme not only in the form of lectures and presentations, but also, for example, a comic book or SMS messages. In a developed information educational environment, a bricolage is becoming quite popular; it is an organization of study that does not require a classical textbook as any information resources are used along with the specially designed tools, such as textbooks.

The effectiveness of any educational technology is predetermined by the didactic conditions that cover a wide range of factors: from the logistical support of the educational process to the level of the development of the students' key and core competencies which start to be formed at the comprehensive secondary educational schools.

An effective type of interactive learning is situational modeling (simulation or

role-playing). Their goal is the student's acquisition of skills and abilities, taking part in the functioning of the public institutions, which are related to their future professional activities and decision making. Students are suggested a description of a situation that is developed on the basis of the sufficient and reliable information. If the situation requires consideration of different positions and the need to choose, it is advisable to consider such key points as the general context of dilemmas, analyzing the peculiarities of the offered choice, availability of equivalent arguments of the polar choices, the clear demand on the choice of the solution variant.

The effectiveness of a business game largely depends on the availability of the sufficient information and clear guidance for the participants of the small groups, that provides an opportunity for the students to play the upcoming roles impressively and to acquire the skills of professional activity, that is, to learn. In order to achieve the planned educational purposes it is necessary to provide enough time for the students' self-study of the simulation situations, the choice of methods for its analysis and interpretation, selection and preparation of comments, justification of the solution choice. In the small groups, preliminary discussions about the content and the implementation details of the business game are quite constructive. It provides an opportunity to study various aspects of situational simulations, exchange experiences, forecast the possible mistakes and identify the ways to avoid them.

Teacher's readiness to implement innovations is important in ensuring effective implementation of innovative technologies. In particular, the level of professional, technical, information and communication competence, academic mobility and academic freedom of a teacher are significant. Modern educational technologies include the increase of self-learning, which in its turn, raises some new requirements for its self-educational competence, initiativeness, motivation for training and learning activities.

Under the trends of the European vocational education, which is considered as a factor of sustainable economic growth, a special value is given to the adaptation of educational programs to the needs of students, flexibility of training offers and their module nature, an increase of the level of informal and spontaneous learning [4, p.7-9]. These objectives correlate with the capabilities of innovative technologies, which focus on the productive teaching and learning of an individual, stimulating thinking, cognitive area, active life philosophy. Accordingly, effective implementation of innovation in the higher education brings it up to the European standards.

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