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INNOVATIVE TEACHING METHODS IN HIGHER EDUCATION INSTITUTIONS OF POLAND AND UKRAINE

ABSTRACT

An important place in the work of a teacher of a higher education institution (hereinafter - HEI) is the introduction of innovative teaching methods in the educational process. Such activities strengthen the student's interest in mastering his knowledge, which is currently important in determining the quality of education in Ukraine and the Republic of Poland.

The article analyzes the terminology of this study in two countries. Showing distinction in matters of „innovation education” and „innovation in education.” The terminology „readiness for innovative pedagogical activity” and the level of formation of the teacher's attitude to search activity are clearly defined. Popular innovative teaching methods are described in the study: contextual learning, simulation learning, problem-based learning, modular full acquisition of knowledge and distance learning. An important skill of the teacher is to create a climate for teaching students using web technologies and teaching students using the roles of expert, coach, facilitator and moderator. The idea is introduced that only in a morally „pure” climate of the educational environment it is possible to practice and produce innovations by a teacher. It is important to apply innovations in the education of students who follow the tradition of „lifelong learning”. The rating of the most popular teaching methods, which are determined by the students themselves, is given.

KEYWORDS

innovation, innovative activity, innovative teaching methods, types of innovative methods,
E-learning, rating of teaching methods

Introduction

Modern changes in education increasingly require the use of new innovative methods and technologies of teaching students in higher education institutions (hereinafter - HEI) not only in Ukraine but also in other countries, including Poland, which will allow future teachers to be more competitive in the labor market.

Bystrova Yu.V., Dychkivska I., Kuchay O. V., Pelekh L.R are interested in innovative methods and technologies in education and ways of their introduction in Ukraine [4; 5; 6; 7]. In Poland, the issue of innovative teaching methods has been studied by scientists such as Jusef Polturzycki, Jolanta Baldy, Alicja Brzozowska, Barbara Temler and others. In her scientific work, F. Andrushkevych carried out a holistic comparative analysis of the peculiarities of educational innovations in the systems of Ukraine and Poland [3]. However, there are no studies that combine the characteristics of teaching methods in Ukraine and the Republic of Poland. Therefore, our objectives of the article are: to reveal the essence of the term „innovation” and derivatives of this word, such as „innovation of education”, „innovation in education”, readiness for innovative pedagogical activities; show innovative teaching methods used in Ukraine and Poland in the HEI; to single out a rating of the most innovative methods of the teacher from the point of view of students of HEI. The term „innovation” in the glossary of the course „Pedagogy” is explained as a new form of work organization and management, as well as a new type of technology that covers not only individual institutions and organizations, but also various areas [9, p. 45]. The same dictionary contains other terms that are related to the term innovation - „innovation of education” and „innovation in education”, „innovative potential of the teacher”, „innovative teaching methods”.

If we compare the first two terms „innovation of education” and „innovation in education”, at first glance they seem the same, but, in fact, they have different concepts, the term „innovation in education” is much deeper, because its meaning is embedded not only ideas, but also their practical implementation. To implement innovative teaching methods in HEI, you need, first of all, a teacher who is by nature an innovator who is not afraid of difficulties and is ready to improve pedagogical activities. „Dictionary of terms of professional education” edited by O. Shapran [8] giving an interpretation of the term „readiness for innovative pedagogical activities” indicates that this is a special state of personality, which provides a level of formation of motivational-orientation (attitude of the teacher to search activities); substantively operational; evaluative-reflexive components in their interaction.

According to Bystrova Yu.V., the concept of „innovative teaching methods” is multicomponent, as it combines all the new and effective ways of educational process (acquisition, transfer and production of knowledge), which, in fact, contribute to the intensification and modernization of learning, develop creative approach and personal potential of applicants for higher education [5, p. 27-33]. Among Polish researchers, Vincenty Okoń in the terminological dictionary of pedagogy gives the term „pedagogical innovation” and believes that pedagogical innovation is a change in the structure of the school system (didactic, educational) as a whole or the structure of its important components - in order to implement improvements in the process are measurable. We are talking about a change, we mean a change in an improved system, which will be the work of teachers (his methods and techniques) and students, to improve the content of the program and the conditions of material and social work of the school. V.Okoń means that pedagogical innovation is a change of only one structure, it is

a change of all connections between all components of the system. That is, pedagogical innovation is also pedagogical creativity [1, p. 138-139]. According to Shestopalyuk O. V., today the most popular innovative teaching methods that allow the use of new teaching technologies are: contextual learning, simulation learning, problem-based learning, modular full acquisition of knowledge, distance learning.

Consider the above methods in more detail.

1. Contextual learning. It is based on the integration of different types of student activities: educational, scientific, practical.
2. Simulation training. It is based on simulation-game modeling in terms of learning the processes occurring in a real system.
3. Problem-based learning. Carried out on the basis of initiating an independent search for knowledge by the student through the problematization (by teacher) of educational material.
4. Modular learning. It is a kind of programmed learning, the essence of which is that the content of educational material is rigidly structured in order to master it as fully as possible, accompanied by mandatory blocks of exercises and control over each fragment.
5. Full acquisition of knowledge. Developed on the basis of the ideas of J. Carroll and B.S. Bloom - the need to make fixed learning outcomes, while optimally changing the parameters of learning conditions depending on the abilities of students.
6. Distance learning. Variety (quite independent) of distance learning, based on the use of the latest information and communication technologies and tools [12, p. 118-124].

Table 1 presents a comparative description of innovative teaching methods.

Analysis of the characteristics of innovative teaching methods showed that the above methods can be effectively used in the educational process individually, but in our opinion a more effective result can be obtained from the integrated and systematic use of some methods, for example, modular learning can be combined with problem-based learning. We offer the following comparative characteristics of modern innovative teaching methods in higher education (by Shvets G.O.)

Table 1. Comparative characteristics of innovative teaching methods [10]

Innovative learning models	Key features	Characteristics of the traditional developing model
Contextual learning	Integration of different types of student activities: educational, scientific, practical. Creating conditions as close as possible to real	Increasing the share of student practical work (with emphasis on applied)
Simulation training	Use of game and imitation forms of training	Increasing the share of active learning methods (simulations and simulation games)
Problem-based learning	Initiation of independent search (student) of knowledge through problematization (teacher) of educational material	Changing the nature of the educational task and educational work (from reproductive to productive, creative)
Modular training	The content of the training material is rigidly structured in order to master it as fully as possible, accompanied by mandatory blocks of exercises and control over each fragment	Specific organization of educational material in the most concise and understandable for the student
Full assimilation knowledge	Development of options for achieving learning outcomes (based on changing the parameters of learning conditions) for students with different abilities	Attention to recording learning outcomes
Distance Learning	Wide access to educational resources, the extremely indirect role of the teacher and the independent and autonomous role of the student.	Use of the latest information and communication tools and technologies

Shevchenko L.S. in the monograph „Preparation of future teachers of technology for innovative pedagogical activities” organized various forms of innovative technologies for the use of web resources and in accordance with their application described the relevant methods of teaching students. In particular, when organizing and conducting web conferences and webinars in HEI, a teacher can practice a traditional lecture: the lecturer teaches students educational material, and they write questions in the chat or leave comments that are visible to all participants on the sites. The most difficult to plan is the format of a symposium or seminar. Requires more training on the part of the teacher. The following teaching methods are possible: before the start of the symposium or seminar, preparatory classes of the general level of training of all participants should be conducted. The lecturer (teacher) can use the following techniques (20 min lecture, accompanied by questions; exercises; work performed on sites; guided discussions or problem tasks). Facilitators and moderators may be involved. Completion may take the form of general recommendations.

Innovative teaching methods include the format of group discussion using the roles of students. There can be roles - expert, expert-leader. The expert presenter sends questions, organizes discussions of topics [11, p.114-120].

When analyzing research on innovative teaching methods abroad, it should be emphasized that in the educational process of modern Poland an important place is occupied by academic values of the individual. In the first place are morality, nobility, modesty, balance, and others. L. Pelekh describes in detail the academic values in HEI Poland and even believed that non-compliance with them can provoke certain threats to society as a whole [7].

Lifelong learning is quite common and practiced in Ukraine, and especially abroad. Special course Yuzyk O.P. „System of education for adults abroad” will acquaint with the experience of advanced training of teachers in information and communication technologies (on the example of Poland): features of confirmation of professional competence; participation of foreign colleagues-teachers in various projects and programs of the European Union and features of distance learning on the basis of educational platforms Moodle E-Learning [13].

In the Polish textbook „Formy i metody nauczania w szkole wyższej”(Forms and methods of teaching in HEI) edited by Anna Maria Wiśniewska, she presented the results of a survey of students to determine the rating of teaching methods. In particular, most students recognized the importance of a lecture using a multimedia presentation; in second place - methods of working with projects, namely - solving problems in groups; The third and fourth places were shared by the traditional lecture, which is based on the knowledge of the teacher and exercises - solving problems under the supervision of the teacher and completes the rating - the use of literature - finding answers to questions [3, p.158].

Conclusion

Given the results of our research, it should be said that innovative approaches in the study of educational material by students affects the quality of education.

The analysis of a number of definitions given by scientists in the article concerns innovations and innovative approaches to the study of educational material in HEI. We believe that innovation is not a one-way process, but in fact it is a connection between the participants in the educational process (teacher-student), which is consistent and creative on the part of the teacher teaching educational material and faster, deeper perception of material by students.

It is important for the teacher to understand and apply a variety of innovative teaching methods. E-learning or distance learning is favorably received by students. It is also important during such training, in our opinion, to use innovative approaches and fulfill roles. The article will be useful for teachers of HEI, teachers and anyone interested in innovation in education.

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INNOWACYJNE METODY NAUCZANIA W INSTYTUCJACH SZKOLNICTWA WYŻSZEGO W POLSCE I UKRAINIE

STRESZCZENIE

Ważnym miejscem w pracy nauczyciela instytucji szkolnictwa wyższego (dalej - ISW) jest wprowadzanie innowacyjnych metod nauczania w procesie edukacyjnym. Takie działania wzmacniają zainteresowanie studenta zdobywaniem wiedzy, która jest obecnie ważna w określaniu jakości edukacji na Ukrainie i w Rzeczypospolitej Polskiej.

Artykuł analizuje terminologię tego badania w dwóch krajach. Pokazano różnice między „innowacjami edukacyjnymi” a „innowacje w edukacji”. Terminologia „gotowość do innowacyjnej działalności pedagogicznej” i poziom kształtowania się postawy nauczyciela wobec działalności poszukiwawczej są jasno określone. Popularne innowacyjne metody nauczania opisano w badaniu: uczenie kontekstowe, uczenie symulacyjne, uczenie problemowe, modułowe pełne przyswajanie wiedzy i uczenie się na odległość. Ważną umiejętnością nauczyciela jest stworzenie klimatu do nauczania uczniów korzystających z technologii internetowych i nauczania uczniów przy użyciu roli eksperta, trenera, facylitatora i moderatora. Wprowadzono ideę, że tylko w moralnie „czystym” klimacie środowiska edukacyjnego nauczyciel może praktykować i produkować innowacje. Ważne jest, aby stosować innowacje w edukacji uczniów, którzy przestrzegają tradycji „uczenia się przez całe życie”. Podana jest ocena najpopularniejszych metod nauczania, które są określane przez samych uczniów.

SŁOWA KLUCZOWE

innowacja, działalność innowacyjna, innowacyjne metody nauczania, rodzaje innowacyjnych metod, e-learning, ocena metod nauczania