

APPLICATION OF INNOVATIVE TEACHING METHODS FOR THE PREPARATION OF STUDENTS OF ECONOMIC SPECIALTIES

Ph.D. *Oneshko S. V.*

Ukraine, Odesa city, Odessa National Maritime University

ARTICLE INFO

Received 07 March 2018

Accepted 03 April 2018

Published 01 May 2018

KEYWORDS

education,
innovative methods,
information and
communication technologies,
the efficiency of learning,
economics

ABSTRACT

The research examined the need for innovative focus of teaching activities on the example of students in higher education. During the study identify the possibility of using the specific innovative teaching methods in the preparation of students of economic specialties. Established that the presence of exclusively traditional educational approaches has led to a mismatch of learning outcomes and knowledge practitioner graduates meet the needs of individual enterprises. Determined the significance of innovative teaching methods in the educational process, the problematic issues that arise in connection with the transformation processes in the formation of existing innovative technologies in education and the possibility of their use in the preparation of students of economic specialties.

© 2018 The Author.

Introduction. Under the conditions of rapid changes in the political, economic, social and technological environment an important are scientific and practical substantiation issues and improving the exchange of experiences in the field of innovative educational activities, the study of various forms of interactive learning with the aim of aligning learning outcomes and actual needs of employers.

The priority development of education is the introduction of modern information and communication technologies for the improvement of the educational process, the availability and efficiency of education and training to the younger generation of life in the information society [1].

The presence of exclusively traditional educational approaches has led to a mismatch of learning outcomes and the needs of individual branches with position practitioner graduate.

The integration and complementarities of properties of innovative educational technologies and information technologies, taking into account the characteristics and specificity of the future performance of high school graduates, as well as the needs of modern society, have a significant impact on the effectiveness of the training of the person in the course of its formation [2].

The use of information and communication technologies (ICT) in education directly contribute to the development of ways of acquiring knowledge, skills and practical skills of students to be literate and to help stimulate the creativity that further positive effect and change the traditional ways of doing business. The study approaches on how to learn to use ICT is relevant from the standpoint of the development of students' creative thinking, improve organization, conscious attitude to learning, understanding and deepening of acquired knowledge, the ability to form and independently solve scientific tasks.

Innovative methods of learning devoted many of scientific papers and publications. Suffice detail considered the issues related to the application of innovative technologies in education [2, 3, 4, 5, 6, 7], organization of educational process in higher educational institutions with the use of active learning methods [8], optimization of the educational process in high school with use of information technology [9] use of separate specializations [10, 11, 12].

The need for innovative direction of teaching activities focus on the modern stage of development of education and society, the criteria for pedagogical innovation, the general laws of occurrence of the innovation process, the structure and classification of educational technologies considered in O. A. Dubasenyuk [4].

In the research of A.P. Khrpunkov determined that "innovation in educational activities - is the use of new knowledge, techniques, approaches, technologies to produce a result in the form of educational services with different social and market demand for" [13].

I. D. Malitskaya analyzed international instruments concerning the development and implementation of information and communication technologies that have shaped the priorities in the development strategies of modern European education systems [14]. This fact is confirmed by the key directions of the state educational policy of Ukraine, the definition of national strategy of education

development in Ukraine to 2021, among which are highlighted: the development of research and innovation in education, improve the quality of education on the basis of innovation; informatization of education, improvement of library and information resources of education and science [1].

Conducted research of innovative methods of education are important, with selected problems and perspectives of development in this field require practical implementation that necessitates further theoretical studies on the use of certain methods of taking into account the specialties of their competencies and professional skills further.

Purpose of the research – identify the possibility of using the specific innovative teaching methods in the preparation of students of economic specialties.

Research findings. In modern conditions the sustainability of any economic system is unthinkable without adequate state and development of innovative economy, a high level of functioning which is impossible without the successful development of the educational complex [15, p. 122].

In the information society, knowledge forms the foundation for education and culture and constitutes the single most important production factor. Information and communications technology significantly promotes interaction and exchange of information between individuals, business enterprises, and other organizations, as well as the provision of, and access to them, services [16, p. 19].

Taking into account the informatization of society increase the availability of education in the form of online education, online courses, webinars, virtual courses, virtual libraries etc., quite sharply raises the question of methods, aimed at improving the quality of education that will allow to generate professional quality graduates that meet the requirements of employers.

The importance of innovative teaching methods in the educational process presented in Fig. 1.

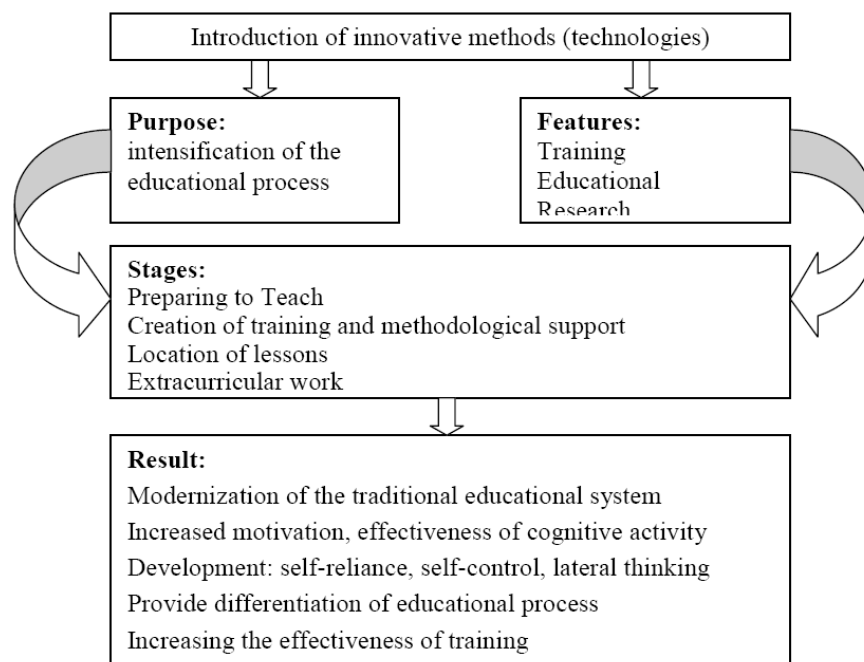


Fig. 1. The importance of innovative teaching methods in the educational process

Source: Own elaboration

The transformation processes taking place in education at the moment, accompanied by a number of problems, among which are the following:

- lack of student motivation in learning;
- failure to update methodical maintenance of disciplines, as well as in some cases, failure to report to the students the necessary information for updating;
- insufficient use of information technologies in education;
- lack of specialized classes for teaching in disciplines that require this mandatory.

The lack of motivation for students to study, primarily because of the misrepresentation that this is sufficient for entry and completion of higher education, and the availability of a diploma is guaranty of the further employment. Only a small part of the students prefer to study in order to achieve their goals and use the acquired knowledge to build a career. In addition, the provision of more free time and the absence of strict control on the part of university teachers, compared with the control in the training school, disorient students, and in some cases does not allow to timely pay

attention to the emergence of debts in some subjects. In this situation, the student is difficult psychologically, but from teachers is not always possible to get the necessary support.

Failure to update training and methodological support (TMS) disciplines in the field of rapid changes related to the legal framework of Ukraine, the presence of a long time of writing, the TMS and their publications can significantly affect the level and quality of education, and as a result, form a wrong knowledge that can become the basis for the wrong conclusions from the students.

Failure to students with the necessary information to update TMS significantly affects the timeliness of the knowledge, credibility and relevance of the obtained knowledge as basic information.

Insufficient use of information technology in teaching impact, primarily on the effectiveness of training, quality content and proper organization of the learning process qualitatively affect the acquired knowledge, the formation of Internet culture. Given that there is currently a sufficient number of search engines, including Google, Rambler, Yandex receive information is available to all participants in the educational process.

The lack of specialized classes for teaching in disciplines that require this mandatory cannot be at a sufficient level to provide advanced training direction corresponding to the rapid development of modern information technology. So, in the disciplines "Microeconomics", "Economic Analysis", "Statistics" practical training must necessarily take place in the computer labs, students should, as a minimum, receive practical skills in working with Excel spreadsheets, for the course "Accounting" is not possible training without obtaining practical skills in the system "1-C Accounting".

Getting students only theoretical knowledge without practical application is unfavorable for the formation of innovation consciousness and abilities. Thus, there is a priority need to integrate advanced technology in teaching practice in higher education.

This fact is confirmed by that «given the growing demands of the efficiency of the learning process, the world of formal education also needs to adopt new modes of learning» [165, p. 18]. Moreover, the use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country [17]. At the same time, "the use of information and communication technologies makes it possible to significantly speed up the process of finding and information transfer, transform the nature of mental activity, to automate human work" [13].

The main types of technologies that are used in the formation of the innovation are the following: printed material; audio and video tapes, video discs; phone; radio and television; Email; computer training program (including the hypertext, multimedia, intellectual etc.) [15, p. 123].

In the work Natarajan M. (2005) as an innovative teaching methods the following methods are considered: Internet, Web-based Instruction (WBI), Computer-assisted learning (learning through CD-ROM), Seminars, Virtual laboratories, Students as project coordinators, Teleconferencing, Telematic Education, Quiz [18, p. 75-76]. Some interest is shown in the examples of the use of these methods, which have a practical application in Department of Physiology, Government Medical College, Chandigarh, India; New York Public Library Science, Industry and Business Library (SIBL); University of Pretoria, Sweden etc.

In the research A.P. Khripunkov includes the following innovative methods: "Case" method, projects, portfolios, electronic testing [13], given their characteristics, advantages and disadvantages.

Distance Education (DE) as an innovative approach stands out in a number of works [3, 18, 19, 20]. Historically, the geographic isolation of students from educational institutions was the main motivation for the development of programs to [18, p. 74].

In the many studies [5, 9, 10, 18] a large role in the process of innovative training belongs to the projects.

A project can have many advantages over other forms of classroom activities because they typically involve more complex cognitive processing. The engagement by the student in critical thinking and inquiry typically will enable the student to develop his or her skills in this area, eventually enabling the student to become a better learner in all areas of education and life [18, p. 75].

In the sphere of changes to requirements of the professional training of economists regarding the mandatory possession of modern information technologies useful to develop new training programs, such as: Internet security basics, economic intelligence, competition and competitiveness, security of settlement relations. These programs will prepare specialists able to position modern economic thinking to build enterprise security system to ensure the safe operation of its units in a variety of activities, organize a reliable protection of property, infrastructure, information resources, staff and management, to identify and assess existing and potential threats activity enterprise.

As an innovative method of teaching great importance, in our view, in education plays an extracurricular activity of students. So, "Through the extra-curricular scientific and technological activities, the students can not only find out their own values, but also make it possible to do

something in a lot of spare time, avoiding breeding of school weariness, which are conducive to the cultivation of the innovative consciousness and abilities" [21, p. 11].

Extracurricular activities students can be expressed in the participation in scientific circles, conferences, competitions, scientific seminars teachers, writing research projects etc.

Creation of thematic scientific groups on economy contributes to the involvement of students in research work, the formation of scientific thought, which is important for understanding complex economic processes, development of creative thinking, deepen obtained knowledge in the learning process.

Writing research projects allows undergraduate students to learn how to choose the necessary information to carry out its analysis to selection of topical issues, problem areas and insufficiently developed provisions. Senior courses can take an active part in scientific development of teachers: to collect and process statistical data, draw conclusions and further problematic aspects of the chosen topic, to develop the skills of independent learning, to be creative, to think critically and analytically.

By participating in their mentors' research projects, the students can learn how to behave themselves besides various practical skills. To experience the necessity of teamwork in the research team and understand the importance of responsibility, which are the greatest wealth that the scientific and technological activities brought to them [21, p. 11].

In the practical implementation of innovative methods of training are of great importance the university administration, teachers and methodologists. In any case, the choice of method is for the teacher, who must have a certain potential for innovation in education, allowing you to select the correct method.

The innovative potential of the teacher is characterized by: the ability to generate creative new concepts and ideas, which is due to the professional setting to achieve the priority objectives; skills to design and simulate their ideas into practice: the teacher-innovator have a high cultural and aesthetic level, education, intellectual depth and wide range of interests; accept new ideas, concepts, trends, based on tolerance, flexibility and breadth of thinking [4, p. 6].

Thus, the introduction of innovative teaching methods in the preparation of students will increase the efficiency and quality of education and the choice of method depends on the teacher, his ability to present information in the first place, taking into account the increased activity and interest in teaching students. The main methods for students of economic specialties include: non-standard lectures and practical seminars, individualization of training facilities, desk, group, and additional training, problem-based learning, research and experimental, using computer, multimedia technology and educational products new generation.

Conclusions. The research established that the presence of exclusively traditional educational approaches has led to a mismatch of learning outcomes and the needs of individual enterprises with position practitioner graduate. Conducted research of innovative methods of education are important, with selected problems and perspectives of development in this field require practical implementation that necessitates further theoretical studies on the use of certain methods of taking into account the specialties of their competencies and professional skills further. In the practical implementation of innovative methods of training are of great importance the university administration, teachers and methodologists. In any case, the choice of method is for the teacher, who must have a certain potential for innovation in education, allowing you to select the correct method. Taking into account introduction of innovative teaching methods in the educational process it is advisable further to develop a new system of control of knowledge evaluation that will promote improving the quality of control of knowledge received as a result of learning.

REFERENCES

1. Ministry of Education and Science of Ukraine (2013). National Strategy for Development of Ukrainian education by 2021. Retrieved from http://www.meduniv.lviv.ua/files/info/nats_strategia.pdf (in Ukr.)
2. Zholdasbekov, A. A., Nurlybekova, A. B. & Zholdasbekova, B. A. (2013). Innovatsionnye informatsionnye tekhnologii v sfere obrazovaniya vysshey shkoly [Innovative information technology in education of high school]. *Uspekhi sovremennogo estestvoznaniya – Successes of modern science*, 5, 66-68; Retrieved from <https://www.natural-sciences.ru/ru/article/view?id=31677> (in Russ.)
3. Bistrova, Yu. V. (2015). Innovatsiyni metodi navchannya u vishchii shkoli Ukraïni [Innovative teaching methods in higher education Ukraine]. *Pravo ta innovatsiyni suspil'stvo – The right and innovative society*, 1 (4). Retrieved from <http://apir.org.ua/wp-content/uploads/2015/04/Bystrova.pdf>. (in Ukr.)
4. Dubasenyuk, O. A. (2004). Innovatsiyni navchal'ni tekhnologii – osnova modernizatsii universitets'koï osviti [Innovative educational technologies – the basis of the modernization of

university education]. Osvitni innovatsiyni tekhnologii u protsesi vikladannya navchal'nikh distsiplin – Educational innovative technologies in the process of teaching, 3-14. (in Ukr.)

5. Bondarchuk, N. V. (2011) Innovatsiyni tekhnologii v osviti [Innovative Technologies in Education]. Vinnitsa Pedagogichniy al'manakh. Teaching almanac, 9, 207-213. Retrieved from http://www.nbu.gov.ua/old_jrn/soc_gum/pedalm/texts/2011_9/037.pdf (in Ukr.)

6. Strilets', S. I. (2011). Innovatsiyni tekhnologii i metodi navchannya u vishchii osviti: problemi ta perspektivi [Innovative technologies and teaching methods in higher education: problems and prospects]. Visnik Chernigivs'kogo natsional'nogo pedagogichnogo universitetu – Bulletin of the Chernihiv National Pedagogical University. – Chernigov. – Випуск 90, 204-209. (in Ukr.)

7. Dobroskok, I. I. (2008). Innovatsiyni pedagogichni tekhnologii: teoriya ta praktika vikoristannya u vishchii shkoli : monografiya [Innovative educational technology: theory and practice in higher education: monograph]. – Pereyaslav-Khmelnitskiy: Vid-vo S. V. Karpuk. Pereyaslav-Khmelnitskiy: Izd S.V. Karpuk. – 284 p. (in Ukr.)

8. Doronina, N. N. (2011). Organizatsiya uchebnogo protsesa v vuze s ispol'zovaniem aktivnykh metodov obucheniya: metody obucheniya studentov v vuze [The organization of educational process in high school with the use of active teaching methods: students' learning methods in high school]. Sotsiologiya obrazovaniya – Sociology of Education, 3, 31-38. (in Russ.)

9. Batrakova, L. G. (2012). Optimizatsiya uchebnogo protsesa v vuze s ispol'zovaniem informatsionnykh tekhnologiy [Optimization of educational process in high school with use of information technologies]. Yaroslavskiy pedagogicheskiy vestnik – Yaroslavl Pedagogical Gazette. – Yaroslavl, 1, Vol. II, 7-13. (in Russ.)

10. Lyul'ka, V. S., Perynskiy Yu. Ye. (2012). Innovatsiyni metody navchannya v tekhnologichnij osviti [Innovative teaching methods in technological education]. Visnik Chernigivs'kogo natsional'nogo pedagogichnogo universitetu imeni T.G. Shevchenka – Bulletin of the Chernihiv National Pedagogical University named after T. Shevchenko. Retrieved from http://www.nbu.gov.ua/old_jrn/Soc_Gum/Vchdpu/ped/2012_97/Lyul1.pdf (in Ukr.)

11. Fatkhutdinova, O. V. (2012). Vprovadzhennya novikh tekhnologiy v protsesi pidgotovki spetsialistiv pravoznavstva [The introduction of new technologies in the preparation of specialists]. Gumanitarniy visnik Zaporiz'koi derzhavnoi inzhenernoi akademii – Humanitarian Law Journal Zaporozhye State Engineering Academy, 48, 35-39. (in Ukr.)

12. Simonenko, V. (2014). Innovatsiyni metodiki u pidgotovtsi suddiv [Innovative techniques in training judges]. Slovo natsional'noi shkoli suddiv Ukraini – Word National School of Judges of Ukraine, 1, 108-111. (in Ukr.)

13. Khripunkova, A. P. (2015). Innovatsionnye tekhnologii obucheniya v professional'nom obrazovanii [Innovative learning technologies in vocational education]. Retrieved from <http://group-global.org/ru/publication/17276-innovatsionnye-tehnologii-obucheniya-v-professionalnom-obrazovanii> (in Russ.)

14. Malits'ka, I. D. (2012). Napryamky rozvytku suchasnykh system osvity Yevropejskyykh krayin [Areas of modern education systems of European countries]. Informatsiyni tekhnologii v osviti – Information Technologies in Education, 12, 174-179. – Retrieved from http://nbuv.gov.ua/UJRN/itvo_2012_12_27 (in Ukr.)

15. Batrakova, L. G. (2012). Innovatsii v sfere obrazovaniya: ekonomicheskie aspekty. [Innovation in education: economic aspects]. Yaroslavskiy pedagogicheskiy vestnik – Yaroslavl Pedagogical Gazette, 4, Vol. I, 121-124. (in Russ.)

16. Tapio, V. (2007). New technologies and innovation in higher education and regional development // RU&SC vol. 4. n. 2. P. 16-24. (in Engl.)

17. Boud, D. & Feletti, G. (1998). The Challenge of Problem-Based Learning, London: Kogan Page, 01(04), 4-6. (in Engl.)

18. Natarajan, M. (2005). Innovative Teaching Techniques for Distance Education // Communications of the IIMA. Volume 5 Issue 4, P. 73-79. (in Engl.)

19. Abdalova, O. I. (2014). Ispol'zovanie tekhnologiy elektronnoho obucheniya v uchebnom protsesse [The use of e-learning technologies in educational process]. Dstantsionnoe i virtual'noe obuchenie – Distance and virtual learning, 12, 50-55. (in Russ.)

20. Azimov, E. G. (2014). Massovye otkrytye onlayn-kursy v sisteme sovremennogo obrazovaniya [Massive open online course in the system of modern education]. Dstantsionnoe i virtual'noe obuchenie – Distance and virtual learning, 12, 4-12. (in Russ.)

21. Xiang, J. (2014). Research on Teaching Methods for Communication Engineering Students in Colleges. Open Journal of Social Sciences, 2, 9-12. Retrieved from <http://dx.doi.org/10.4236/jss.2014.25003> (in Engl.)