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ІННОВАЦІЙНІСТЬ У ВИЩІЙ ПЕДАГОГІЧНІЙ ОСВІТІ: РЕАЛЬНОСТЬ ТА ПЕРСПЕКТИВИ

Анотація. У статті здійснено аналіз стратегічних аспектів розвитку вищої педагогічної освіти України за сучасних умов. Зазначено, що процес прогресивних суспільних змін в Україні передбачає демократизацію системи освіти, в тому числі й вищої педагогічної, її інноваційний розвиток. У публікаціях українських і зарубіжних учених спостерігаються спроби розробки стратегічних напрямів утілення ідей демократизації та інноваційності розвитку вищої освіти. За цих умов перед університетською освітою постає низка викликів, що вимагають негайного реагування. Сучасні наукові дослідження свідчать, що сьогодні тиск конкуренції на університети сильніший, ніж будь-коли раніше. Визначено, що причинами цього є збільшення кількості закладів вищої освіти та масифікація вищої професійної освіти серед населення європейських країн, у тому числі України, доступний для української молоді студентського віку ринок вищої освіти зарубіжних країн, а також демографічна криза. Усе це зумовило жорстку конкуренцію між закладами вищої освіти, бурхливий розвиток рекламних і піар технологій, спрямованих на боротьбу за абітурієнта, активізацію процесу рейтингування університетів. Акцентовано на ключових ідеях, які об'єднують сучасний університетський освітній простір. По-перше, головною фігурою в нових умовах є студент як споживач освітніх послуг, отже, необхідне максимальне врахування потреб та інтересів студентської молоді. По-друге, потрібно орієнтуватися на нову модель класичного університету. Зокрема, найважливішим трендом сучасної освіти є поєднання інноваційності і традиційності, розроблення теоретичних засад та пошук ефективних практик запровадження освітніх інновацій. Третій виклик полягає в тому, що фундаментальні питання про зміст навчання і способи його передачі знову загострюються внаслідок поширення нових комунікаційних технологій і соціальних мереж. У цих умовах прогрес розвитку окремо взятого університету безпосередньо залежить від того, наскільки він здатний забезпечити організаційно-методичний супровід програм віртуальної мобільності та сприяти формуванню цифрової компетентності студентів і викладачів. Розкрито суть державної інноваційної політики у сфері вищої освіти, яка повинна базуватися на системі принципів, що включають: задоволення особистісних потреб у навчанні і задоволення суспільних потреб в освічених особистостях, підготовлених до інноваційної діяльності; інтеграцію науки, освіти та виробництва; оптимізацію механізмів державного регулювання сфери освіти та самоуправління на демократичних засадах; державну політику генезису інноваційних процесів у сфері освіти; запровадження на практиці парадигми неперервної освіти впродовж усього життя людини.

Ключові слова: вища педагогічна освіта, стратегія розвитку вищої освіти, освітні інновації, здобувач вищої освіти, викладач-інноватор, результат університетської освіти, віртуальна мобільність, цифрова компетентність, державна політика у сфері вищої освіти.

INNOVATION IN HIGHER PEDAGOGICAL EDUCATION: REALITY AND PROSPECTS

Abstract. The article analyzes the strategic aspects of the development of higher pedagogical education in Ukraine under modern conditions. It is determined that the process of progressive social change in Ukraine involves the democratization of the education system, including higher pedagogical and innovative development. In the publications of Ukrainian and foreign scholars there are attempts to develop strategic directions for the implementation of ideas of democratization and innovation in higher education. Under these conditions, university education faces a number of challenges that require immediate response. Modern research shows that today the pressure of competition on universities is stronger than ever. It is argued that the reasons for this are the increase in the number of higher education institutions and the massification of higher vocational education among the European population, including Ukraine, the market of foreign higher education available to Ukrainian students and the demographic crisis. All these factors caused fierce competition between higher education institutions, the rapid development of advertising and PR technologies aimed at fighting for the applicant, intensifying the process of ranking universities. The emphasis is placed on key ideas that unite the modern university educational space.



First, the main figure in the new environment is the student as a consumer of educational services, therefore, it is necessary to take into account the needs and interests of the student's youth. Secondly, we need to focus on the new model of the classical university. In particular, the most important trend in modern education is the combination of innovation and tradition, the development of theoretical foundations and the search for effective practices for the introduction of educational innovations. The third challenge is that fundamental questions about the content of learning and ways to transfer it are again exacerbated by the spread of new communication technologies and social networks. In these conditions, the progress of development of a particular university directly depends on the extent to which it is able to provide organizational and methodological support for virtual mobility programs and contribute to the formation of digital competence of students and teachers. The essence of the state innovation policy in the field of higher education is revealed, which should be based on a system of principles, which include: meeting personal needs in education and meeting public demands for educated individuals prepared for innovation; integration of science, education and production; optimization of mechanisms of state regulation of education and self-government on democratic principles; state policy of genesis of innovative processes in the field of education; application the paradigm of lifelong learning in practice.

Keywords: higher pedagogical education, strategy of higher education development, educational innovations, a higher education student, a teacher-innovator, result of university education, virtual mobility, digital competence, state policy in the field of higher education.

INTRODUCTION

The problem formulation. The process of progressive social change in Ukraine involves the democratization of the education system, including higher education, its innovative development. Higher education all around the world needs a profound and urgent transformation. The Law of Ukraine "On Higher Education" determines the main priority of training "competitive human capital for high-tech and innovative development of the country, self-realization of the individual, meeting the needs of society, the labor market and the state "(Law of Ukraine" On Higher Education", 2014). Under these conditions, university education faces a number of challenges that require immediate response. We are talking about the establishment of democratic principles in the field of education, the focus on ensuring the conditions under which Ukraine as an economically and technologically developed state in a short historical time will belong to the developed countries.

Analysis of recent research and publications. Problems related to transformation processes, development of theory and practice of innovation in the system of national and global university education are actively considered by modern Ukrainian and foreign scientists (A. Alekseyuk, G. Becker, E. Brooking, M. Volynska, P. Volovik, L. Zagoruyko, I. Zyazyun, J. Coleman, S. Kravchenko, S. Kurbatov, V. Nechaev, B. Martirosyan, V. Slastyonin, V. Khiminets, etc.). Scientists are developing classifications of innovative technologies, various ways to implement them in the educational process. There are active attempts to develop strategic directions for the implementation of the ideas of democratization and innovation in higher education.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The purpose of the publication is to analyze the strategic aspects of the development of higher pedagogical education in Ukraine in modern conditions.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical literature, regulations on the development of education in Ukraine; analysis of practical experience in the aspect of development of modern university education.

RESULTS OF THE RESEARCH

Achieving the competitiveness of the Ukrainian system of higher professional education, its European level, quality and accessibility - the main strategic direction of increasing the educational potential of the nation in line with the implementation of Bologna process standards, integration into the European educational space. However, modern research shows that today the competitive pressure on universities is stronger than ever, not only because the competition has become global, but also because new players in the education market are becoming an alternative to certain functions of a traditional university. Therefore, the most important trend in modern education has been the combination of innovation and tradition, the development of theoretical foundations and the search for effective practices for educational innovations that would transform the current model of education to international standards.

"Innovation in education is a process that has a life cycle from the origin of the idea and the creation of innovations to its wide dissemination in the field of education (Nicholls A., 1983, p. 24). The concept of "innovation" became relevant in pedagogy in the middle of the XXth century and eventually led to the emergence of such a field of knowledge as pedagogical innovation. The criteria for classifying innovations in the system of domestic higher education are: the scale of change; the degree of depth of the transformation; degree of novelty in the context of the time factor (Sova M., 2019). Scientists distinguish the following components of the teacher-innovator's activity: meaningful, organizational and effective (Adolf V., 2009, pp. 110-112). According to G. Klymova, the development of society "is aimed at producing new knowledge in higher education, its transfer to the spheres of production and services, as well as the formation of the human factor as a driving force of innovation processes. This priority area of activity in the field of higher education due to its socio-economic significance for society and the state should be defined as the mission of the higher education system in Ukraine "(Klymova G., 2015), we will add - as a part of the national idea.

Let's analyze the most important components of transformational educational trends in the modern world. During the last few decades, the process of increasing the number of higher education institutions and the massification of higher vocational education among the population has spread to most countries around the world and gained global scale, due to



the demand of modern labor markets for highly educated workers, in particular, specialists in a certain field. This factor has led to the development of a significant number of new educational programs, which provide training for higher education, and their diversification. The market of higher education of foreign countries has become accessible to young students on transparent, clear and financially accessible bases and gained popularity in our country. All these reasons, as well as the demographic crisis in European countries, including Ukraine, caused fierce competition between higher education institutions, widespread use of advertising and PR technologies aimed at fighting for applicants, intensifying the process of ranking universities. According to S. Kurbatov "it is the university ratings that provide applicants and their parents, potential employers, as well as managers and analysts in the field of higher education with the necessary information to assess and compare the university activity and quality of specific educational programs" (Kurbatov S., 2021, pp. 14).

There is a struggle for talented students from all over the world, and students can also choose any university. Therefore, two key ideas today unite the university educational space: first, the main figure in the new environment is the student. Students around the world have gained the status of consumers of educational services as they pay for their education and influence university policy increasingly. Students become more and more purposeful, active, ready to take responsibility for their own training and development.

The second key idea is that you can't stop making progress. Every year the need for well-educated, confident, creative people, teamworkers, creative innovators increases. The next 50 years could be golden decades for higher education: more people will learn from different fields at a higher level and develop the complex social skills needed to sustain cultural diversity and leadership. However, this potential cannot be realized if we continue to focus on the old or even modern model of the classical university.

Thus, the first challenge facing universities today is to take into account the needs and interests of student youth. It is clear that modern students are different, their lifestyles are arranged differently, interests are broader, they seek for quick results. At the same time, the modern student is characterized by "Google" thinking. A philosophical question arises: is it good or evil? Maybe sooner or later all mankind will think with the help of social networks? But now we observe that student works written with the help of the network, superficial, insufficiently structured, are the product of clip, visual thinking. But most importantly - the Internet, paradoxically, does not develop critical thinking. Unlike the book, a simple channel of information deprives a person of the ability to think critically. This is a new cognitive situation of digital postmodernism, in which university teachers suddenly found themselves.

The second challenge is the result of university education. Modern students require applied knowledge. But the importance of scientific theory, moral values, etc. is well known, and therefore universities must develop academic skills, i.e. skills of meaningful or critical thinking, effective and at the same time correct communication, ability to identify important problems, solve them, overcome difficulties, i.e. prepare for lifelong learning, which is aimed at modern state documents on education (Law of Ukraine "On Higher Education", 2014; Law of Ukraine "On Education", 2017).

The third challenge is that fundamental questions about the content of knowledge and ways of transferring it are significantly exacerbated by the spread of new communication technologies and social networks. Now that a lecture can be easily and cheaply recorded on video or downloaded from the Internet, the very status of an academic lecture is challenged. Previously, students had to be in the same place as teachers, otherwise it was impossible to ensure the transfer of knowledge and organize discussions. With the development of modern technology, this factor has lost its importance. Teachers can conduct online classes or video conferences from anywhere. In these circumstances, the nature of teaching and learning in higher education is significantly reconsidered. Research in many countries around the world shows that online learning has become a regular part of university education, and students who are educated online often get better results than those who receive traditional classroom education. Therefore, innovative startups are increasingly used to meet the requirements of students and through which they see the "price / quality / time" ratio satisfying them.

What is the value of university education now and in the future? First of all, what distinguishes the university from others is appreciated. A feature may relate to a particular subject or topic, style or approach to learning, the organization of student life, the importance of a university in a city or region, and global partnerships and learning opportunities abroad. Experience proves that today it is necessary to reduce the gap between theory and practice. Modern students aged 18-20 are increasingly guided by the principle of "We work while studying, and learn at work." At the same time, students' desire to study and work at the same time often encounters barriers in legislation, but there is no doubt that creating conditions for combining work and study is one of the areas of development of a traditional university. All traditional universities today should also focus on strengthening ties with the city, on cooperation with secondary education and public authorities, on joint research and development.

The value of university education today is largely determined not by the content of educational material, not by information that is publicly available. It is important how teachers organize the transfer of knowledge, how student interaction is organized or how the system of knowledge assessment is built, what positions graduates occupy in the labor market. Here is a wide field for innovation. Every innovation is a certain risk, but even more risky is the lack of innovation in modern education.

The COVID-19 pandemic has also had a significant impact on strategic and tactical approaches to the development of university education around the world. The progress of the development of a single university in these conditions directly depends on the ability to provide organizational and methodological support for virtual mobility programs and contribute to the formation of students' digital competence (Haywood, J., Haywood, D., Joyce, A. et al., 2006).

The pandemic accelerated the digitalization of educational processes, the development of distance and blended learning technologies, "forced to strengthen the organizational and technical foundations of ICT to support and ensure



the basic educational, scientific and administrative functions of educational institutions" (Zagoruyko L., Krasulya A., 2021, p. 7). As an example of this, scientists name the organizational mechanisms needed to create and maintain a virtual learning environment for students, namely: electronic libraries (electronic journals, books, online bibliographic databases, online help); integration of digital database systems containing records of employees, students, courses, etc.; structural portals as the main channels of access to digital resources; e-mail, Viber as one of the main ways of internal and external communications; simple login to authentication systems (e-mail, library, etc.); virtual private network or other secure off-campus access to digital resources; websites as the dominant channel for providing internal and external information about learning, etc. (Zagoruyko L., Krasulya A., 2021, p. 7).

The strategy of accelerated technologicalization is observed today in the educational systems of all countries. If we talk about Ukraine, the problem of proper information and technical support of the educational process becomes the most important, equal access to e-learning resources for all students, the formation of digital competence not only of higher education, but also teachers, especially the older generation. Of course, the successful solution of these problems is possible only under conditions of the development and implementation of a national educational IT strategy, coordination of national approaches to the organization of school education on the basis of the Concept of the new Ukrainian school and appropriate training of teachers in free economic education. According to G. Klymova, the state innovation policy in the field of higher education should be based on a system of principles, which includes: meeting personal needs for education and meeting social demands for educated individuals, trained for innovations; integration of science, education and production; optimization of mechanisms of state regulation of education and self-government on democratic principles; state policy of genesis of innovative processes in the field of education; introduction of the paradigm of lifelong education in practice (Klymova G., 2015).

Innovative approaches in higher professional education, in addition to intensive informatization of society, are due to the rapid growth of new knowledge and, accordingly, their rapid aging, accelerating the dynamics of development of civilization in general and education in particular (Shmalei S., 2019). This approach involves the creation of an innovative educational environment aimed at training future teachers as self-sufficient individuals capable of working in a globalized world, constantly updating their knowledge and effectively implementing the bases of the Concept of the New Ukrainian school.

Thus, a modern educator-innovator in the process of training future teachers of a new type must search for innovative ways of educational and scientific cooperation with students, non-traditional means, widely used today. The value of these tools lies primarily in the fact that they help ensure equal educational opportunities for all applicants. In the XXIst century, the emphasis has shifted to the individualization of learning, but the victim of individualization is equality of opportunity. The answer to this challenge may be to involve students in group work. In our opinion, this form of learning creates equal opportunities for students with different levels of knowledge and abilities, because it is in group work that they can cooperate actively and help each other.

It is also necessary to provide new requirements for assessment in terms of what knowledge and skills are important for students. Sometimes the criteria for assessing students' learning activities are incorrect in their view. One of the answers to this challenge is to involve students in the process of defining evaluation criteria, including important results of education, strengthening their personal responsibility for positive changes in vocational education. An important role is also played by modern learning analytics, which allows to collect valuable data on the course and results of the educational process and on this basis to implement new ways of designing, improving the quality of educational programs, as well as the content and structure of training courses, and introducing new technologies, forms and methods of teaching, to predict the students success, etc. (Burns A., 2014).

Finally, the educator-innovator organizes educational activities in a new way. This challenge, in particular, can be met with the help of "flipped learning" technology. With such an organization of educational work, all active creative activity takes place in the classroom, and the assimilation, reading or interpretation of the material - in extracurricular time. It is also a technology of advanced learning that prepares graduates to solve various professional tasks and unexpected problems, Mobile Learning, increasing the number of educational mobile applications, Microlearning, Interactive Video, Augmented Reality and other modern innovations that significantly expand the possibilities of technologicalization of educational space.

So, based on the concept of innovation and the objectives of innovative projects in education, we can describe a modern educator-innovator: a scientist, an educator and an actor who generates and promotes his/her own ideas or adopts innovations, open to new experiences, willing to take risks, initiative, characterized by imagination and creativity. The activities of the innovator in education are aimed at improving learning outcomes and effectiveness, equalizing access to quality education, and improving the management of the education system in accordance with the current needs of modern society.

In addition to these steps, the Ministry of Education and Science of Ukraine has identified the implementation of the Strategy for the Development of Higher Education for 2021-2031 with clear goals and indicators of achievement, such as further expansion of the autonomy of higher educational establishments, development and adoption of a number of draft laws, in particular the Laws of Ukraine "On the basic principles of formation and implementation of priority areas of scientific, scientific-technical and innovation activities in Ukraine", "On support and development of innovation activities", "On Ratification of the Agreement between Ukraine and the European Community on Scientific and Technological Cooperation", etc., promoting the development of academic mobility by increasing the level of competitiveness of higher education institutions, revision of the list of priority areas of development of science and technology and innovation, as well as the mechanism of their implementation, launch of an electronic system for monitoring the employment of graduates of



higher education institutions; development and launch of the Unified interdepartmental electronic platform for enrollment of foreign students; launch of the Science for Business Communication Platform, Ukraine's accession to the European Union's Horizon Europe Framework Program for Research and Innovation (2021-2027) and the Euratom Research and Training Program (2021-2025), etc. . (Plans of the Ministry of Education and Science in the field of higher education..., 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the main strategic directions of development of higher pedagogical education in Ukraine are to ensure the innovative orientation of higher education institutions for the training of future professionals at the level of world standards. The priority areas of innovation of the modern university are the democratization of the education system, ensuring the European level of quality and accessibility of education; focus on the needs of the student as a consumer of educational services, formation of a corps of educators-innovators, able to implement the main directions of state policy in the field of higher education.

The problem of ensuring the innovativeness of higher pedagogical education in Ukraine cannot be considered solved, on the contrary, interest in it today, both from scientists and public education authorities is only growing. Both theoretical and methodological aspects of the implementation of this process and their practical implementation in the course of professional training of future professionals need in-depth research.

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