


# INNOVATIVE PEDAGOGICAL PRACTICES IN HIGHER EDUCATION OF THE XXI CENTURY (ASPECTS OF PUBLIC ADMINISTRATION)


DOI: <https://doi.org/10.24115/S2446-6220202171775p.423-428>

Liudmyla Neizhpapa<sup>i</sup> 

Yurii Dziurakh<sup>ii</sup> 

Valentyna Bogouta<sup>iii</sup> 

Lesia Zelman<sup>iv</sup> 

Larysa Herasymenko<sup>v</sup> 

## ABSTRACT

This article is an overview. The research highlights objective and subjective preconditions of the process of modernization of professional and ideological-methodological training of a modern specialist, respectively, changes in the dynamics and content lines of modern historical progress. The content of innovative tendencies of the university education system in Ukraine and the urgency of the problem of teacher tutor training are indicated. The general and distinctive features of tendencies of development of innovative pedagogical practices in higher school abroad in the direction of professional training of teachers (the USA, Poland, and China) are allocated. The relevance of theoretical coverage of innovative pedagogical practices in higher education is due to the peculiarities of their development in modern conditions in Ukraine and abroad. Modernization of the higher education system today requires the study and comprehensive analysis of this issue. Theoretical basis: scientific articles of domestic and foreign scientists on the problems of innovative pedagogical practices in higher education. Purpose of the study: to demonstrate innovative pedagogical practices of higher school in modern conditions.

**Keywords:** Innovative pedagogical technologies. Competency approach. Tutoring. Professional training of teachers.

PRÁTICAS PEDAGÓGICAS INOVADORAS NA ENSINO SUPERIOR DO SÉCULO XXI (ASPECTOS DA ADMINISTRAÇÃO PÚBLICA)

PRÁCTICAS PEDAGÓGICAS INNOVADORAS EN LA EDUCACIÓN SUPERIOR DEL SIGLO XXI (ASPECTOS DE LA ADMINISTRACIÓN PÚBLICA)

## RESUMO

Este artigo é uma visão geral. A pesquisa destaca as condições objetivas e subjetivas do processo de modernização da formação profissional e ideológico-metodológica de um especialista moderno, respectivamente, mudanças nas dinâmicas e nas linhas de conteúdo do progresso histórico moderno. O conteúdo das tendências inovadoras do sistema de ensino universitário na Ucrânia e a urgência do problema da formação de tutores de professores são indicados. São alocados os traços gerais e distintivos das tendências de desenvolvimento de práticas pedagógicas inovadoras no ensino superior no exterior no sentido da formação profissional de professores (EUA, Polônia e China). A relevância da cobertura teórica de práticas pedagógicas inovadoras no ensino superior se deve às peculiaridades de seu desenvolvimento nas condições modernas na Ucrânia e no exterior. A modernização do sistema de ensino superior hoje requer o estudo e uma análise abrangente desta questão. Base teórica: artigos científicos de cientistas nacionais e estrangeiros sobre a problemática das práticas pedagógicas inovadoras no ensino superior. Objetivo do estudo: demonstrar práticas pedagógicas inovadoras do ensino superior nas condições modernas.

**Palavras-chave:** Tecnologias pedagógicas inovadoras. Abordagem por competência. Tutoria. Formação profissional de professores.

## RESUMEN

Este artículo es una descripción general. La investigación destaca las condiciones objetivas y subjetivas del proceso de modernización de la formación profesional e ideológico-metodológica de un especialista moderno, respectivamente, cambios en la dinámica y líneas de contenido del progreso histórico moderno. Se indica el contenido de las tendencias innovadoras del sistema de educación universitaria en Ucrania y la urgencia del problema de la formación de profesores tutores. Se asignan los rasgos generales y distintivos de las tendencias del desarrollo de las prácticas pedagógicas innovadoras en la escuela superior en el extranjero en la dirección de la formación profesional de los profesores (EE.UU., Polonia y China). La relevancia de la cobertura teórica de las prácticas pedagógicas innovadoras en la educación superior se debe a las peculiaridades de su desarrollo en las condiciones modernas en Ucrania y en el extranjero. La modernización del sistema de educación superior hoy requiere el estudio y análisis integral de este tema. Base teórica: artículos científicos de científicos nacionales y extranjeros sobre los problemas de las prácticas pedagógicas innovadoras en la educación superior. Objetivo del estudio: demostrar prácticas pedagógicas innovadoras de la escuela superior en condiciones modernas.

**Palabras-clave:** Tecnologías pedagógicas innovadoras. Enfoque por competencias. Tutoría. Formación profesional de profesores.

## INTRODUCTION

The ability to work in the information society in conditions of change and uncertainty, to solve non-standard problems, to be able to master and create innovative products, self-actualization, self-design - this is an incomplete list of requirements for a specialist in today's conditions. In this aspect, the education system of the XXI century, in particular higher education, should promote the development of socio-personal and professional competencies of the specialist.

The intensive development of information and communication technologies, information and network groups, intensification of globalization modernizes the education system today. To increase the efficiency and quality of higher education, international standards, expertise, and technologies for assessing the quality of education are being implemented. Modernization of the educational process of higher education is based on the unity of humanistic, personality-oriented, interdisciplinary, competent, and environmental approaches (SHPARUK, 2019). In the process of teaching students' methods of problem situations, research methods, case technologies, project forms, and other innovative pedagogical technologies are actively introduced.

Thus, given the above, in today's conditions, it is increasingly important to identify innovative pedagogical practices in higher education, which determine the requirements for expanding subject-oriented competencies of the teacher, a system of supra-subject professional and pedagogical competencies that ensure unity of theoretical and practical training, interdisciplinary education; introduction of problem-research methods and strategies of active learning; creation in the educational process of situations that model current socio-professional and scientific-applied problems of future professional activity. Therefore, we chose the purpose of this study is to highlight innovative pedagogical practices in higher education in the XXI century (in Ukraine and abroad).

## THEORETICAL BASIS

The theoretical basis of the study were articles by domestic and foreign scholars on the problems of innovative pedagogical practices in higher education.

## LITERATURE REVIEW

A. Budas, L. Vashchenko, T. Demidenko, O. Komar, L. Mashkina, S. Strilets, O. Sukhovirsky, I. Chorney, O. Shapran, etc. considered the training of pedagogical staff for the use of innovative pedagogical technologies. Such well-known scientists as I. Zymnya, V. Kremen, V. Luhovy, O. Pometun, and A. Khutorsky developed the possibility of introducing a competency approach in the system of higher professional education and theoretical principles of the competency approach in the system of higher and secondary education. I. Pyankovska, O. Gulay et al., I. Klak, N. Pobirchenko, S. Furduy, and others, carried out the analysis of definitions of the leading concepts of the competence approach. N. Lavrychenko, A. Lokshin, N. Pazyura, A. Pershukova, L. Pukhovska, A. Sbrueva, and others devoted their research to the study of foreign education in the United States. Experts believe that this type of school is quite successful, which requires further study and comprehensive analysis to identify ways that can be used as a positive experience for educational reform in Ukraine.

## RESULTS AND DISCUSSION

Changing the dynamics and meaningful lines of modern historical progress have necessitated the modernization of professional, ideological, and methodological training of modern specialists. Among the objective conditions of the process can highlight the following:

- 1) globalization changes (globalization, the formation of the information society, world dynamics and the new ecological era, local conflicts and the need to form a "citizen of the world", multicultural education, etc.);
- 2) internal changes (formation of statehood, democratic, market transformations, change of spiritual and moral climate, aggravation of social problems poverty, demography, ecology) (KOSHEL and YURCHENKO, 2019).

Subjective factors include:

- a) change of ideological paradigm of development;

- b) change the ratio of rational and irrational knowledge (science and religion);
- c) meaningful renewal of the system of humanitarian knowledge (philosophy, political science, sociology);
- d) change of general scientific (natural) picture of the world.

The development of the above trends puts forward several new requirements for the reform of domestic (as in other countries) higher education, in particular:

- a. the formation of new ethics and norms of behavior and activities in the information-global world, awareness of personal responsibility for the possibility of continuing to live on the planet, the use of safe technologies;
- b. the formation of innovative orientation in young people, taking into account the need to bridge the potentially dangerous gap between two modern civilizations - scientific and technical and social and humanistic;
- c. in-depth study of the causes, principles, and trends of modern civilization, the rights, and responsibilities of a citizen of a democratic state, the acquisition of skills of coexistence in a united globalized world with removed barriers to the free movement of capital, goods, and labor;
- d. exacerbation of environmental, demographic, energy, and other global crises that threaten not only the progress of mankind but also its existence;
- e. widening the gap between inherited (genetic) behavioral programs and the demands of life in democratic societies;
- f. the formation of an open world market, dominated by those countries that have made education a national priority;
- g. the transition to the information stage of social development with a developed democratic system, where the formation of autonomous and creative individuals in the education system becomes an urgent need;
- h. significant replacement by moving images and sounds of the channels of information necessary for traditional text learning, which is manifested in the lack of young people's desire to read because it quickly tires them (KOSHEL and YURCHENKO, 2019).

Innovations in pedagogy are related to general processes in society, global problems. Innovations are understood as innovations in the pedagogical system, improvement, improvement of the course, and result of the pedagogical process. Innovative learning is an educational and training activity based on the development of various forms of thinking, creative abilities, and high social and adaptive capabilities of the individual (KOSHEL and YURCHENKO, 2019).

Analysis of the current socio-cultural situation allows us to conclude that the system of higher education in Ukraine is being formed as one of the priority areas and value orientations of statehood and public consciousness. The modernization of the higher education system in Ukraine is characterized by a combination of traditions that have developed in higher education with new ideas related to Ukraine's entry into the European and world educational space. The university education system is characterized by modern innovation trends: focus on European and world educational standards, development of a multilevel educational system, powerful enrichment of higher education institutions with modern information technologies, wide inclusion in the Internet, development of innovative learning technologies, creation of university complexes, research and experimental work on approbation of new curricula, creation of author's textbooks, manuals, educational support, development of educational standards, new management structures, etc. (KOSHEL and YURCHENKO, 2019).

It is necessary to pay attention to one of the aspects of professional training of teachers in particular in Ukraine. Today, our country needs teachers who have the facilitation skills and can provide tutoring, and hence the urgent problem in the training of tutors. As a form of university mentoring, tutoring first originated at the classical universities of Oxford and Cambridge more than 700 years later. With the signing of the Bologna Declaration, the

idea of tutoring - a free student who has his mentor who helps to find an educational path, is gradually adapted and introduced into the educational systems of the participating countries (GARMASH, 2019). "In our country, tutoring is a profession that does not exist and already exists and will be due to the situation in society, the decrease in the number of students and pupils, the crisis of education. It matures in a higher and secondary school as a personality-oriented formation, scientific support of the gifted, equalization of the lagging behind, creation of individual educational and upbringing projects and programs, educational complexes on independent work, like individual counseling, not only tutoring but training and education" (OSADCHA, 2016). That is, the tutor, in our opinion, is a teacher of a new formation, who works with the interests and needs of students and can turn them into a "test of strength", able to motivate, support and accompany students in shaping their personality through self-learning; capable of designing individual educational programs.

## Abroad

In our opinion, in the context of the purpose of this study, it is necessary to indicate the general and distinctive features of trends in the development of innovative pedagogical practices in higher education abroad. Consider the professional training of teachers.

*The USA.* Trends and alternative ways of teacher training in the United States are aimed at meeting individual and national needs, which in turn effectively affects the quality of training of future teachers. The main trends in the teaching profession provide an opportunity to train qualified specialists to improve the qualitative and quantitative indicators of the provision of educational institutions with teaching staff in the states of the country (OSADCHA, 2016). According to the American systemic reform of education, in today's conditions, the priority is to train competent professionals who can inspire young people, realize their potential, and transfer to them the skills necessary for success in college and the workplace. The country needs teachers who not only understand and can meet the diverse needs of modern youth but also can assess and use in teaching the specifics of the personality of students of the XXI century, who are in a multicultural environment (OSADCHA, 2016).

New standards from the National Council for the Accreditation of Teachers in the United States define the set of knowledge and skills that future teachers must possess to obtain a teacher's license. According to such requirements of society and standards, the following tasks should be considered in the preparatory programs for teaching in a multicultural environment: 1) to teach students the culture of different racial and ethnic groups; 2) to ensure the study of ethnic minority languages; 3) create conditions for mastering the skills of working with culturally diverse students (OSADCHA, 2016). A promising area of reforming teacher education in the United States is the alternative of using certification for their organizational and continuing professional development.

*Poland.* Increasing the prestige of the teaching profession, promoting quality work, and providing appropriate conditions for its implementation are the priorities of the Ministry of National Education of Poland. Thus, among the current trends in the development of school education in Poland are changes in pay and standardization of labor, increasing requirements for professional development of teachers, the development of mechanisms for their career growth, which will ultimately increase the prestige of the profession. In particular, changes in the requirements for teachers and educators meet the requirements and needs of the education market and the global economy. The new model of a teacher is an innovative person with a scientific degree who is constantly improving in this profession. Only the teacher simultaneously implements the functions of teaching + care + education (GLUSHKO, 2019).

*China.* The current state policy of China is aimed at such aspects of professional development of teachers as the formation of professional and ethical competence; information and communication competence of teachers; professional development of rural teachers as the main condition for equal quality development of education in China, the introduction of innovative methods of professional development of modern teachers (ICT, educational research groups, etc.) (SHPARUK, 2019). Such innovative methods and forms of teaching are actively used in the system of teacher training in China as lecture-discussion, video-lecture; seminars, reflections, "case method", work of creative groups, conducting scientific researches, thematic projects, creation of Internet portfolio, competitions of multimedia presentations, reflective analysis, coaching, etc. According to experts, a cost-effective form of higher education is distance learning, which is a real alternative to the traditional system of training and retraining of teachers in China. It should be noted that the main feature of this form of education is the ability to reach 80% of teachers in Chinese rural schools.

In China, various centers for the professional development of teachers have been established, which are guided by the scientific concept of educational development and adapt to trends in international and national teacher education, carefully analyzing the problems in Chinese teacher education based on professional competence

and influencing factors. Such centers set up ICT training laboratories. The main function of such laboratories is to teach teachers to apply ICT technologies in the curriculum, development, and implementation in the educational process.

It should be emphasized that most Chinese educators have identified ICT competence as one of the key components of a teacher's professional competence. According to them, this competence implies the ability of the teacher to use effectively various media in teaching, working with students, parents, and the public. The use of ICT skills by the teacher allows to emphasize the novelty of the educational material effectively and accessible; demonstrate interdisciplinary relationships, give examples of the practical application of knowledge and skills on a particular topic; implement problem-based and heuristic learning, demonstrate complex natural processes, etc. (SHPARUK, 2019). Thus, we can conclude that the system of higher education in the XX I century is characterized by modern innovative trends, in particular the introduction of innovative pedagogical practices in our country and abroad.

## CONCLUSIONS

An issue of identifying innovative pedagogical practices in higher education considered in the article provided an opportunity to trace the peculiarities of their development in modern conditions in Ukraine and abroad. Theoretical research of modern innovative pedagogical practices in higher education, practical-theoretical approaches of domestic scientists, materials of empirical research create a multidimensional vision of the phenomenon of the introduction of innovative pedagogical practices in higher education in modern conditions. Further research on the topic is possible in the coverage of the introduction of innovative practices in the practice of higher education in other countries.

## REFERENCES

CHARTER DATED 26 JANUARY 1982. *Map of Nauczyciela - legal status* on September 1, 2019. (2019) Available at: <https://www.kuratorium.bialystok.pl/wazne/ustawakarta-nauczyciela-stan-prawny-na-1-stycznia-2019-r.html>. Access: Nov.11, 2020.

CHERNYAKOVA, ZH. YU. Innovative educational technologies as a means of optimizing the training of future professionals. *Education for the XXI century: challenges, problems, prospects: materials of the I International scientific-practical conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko, 2019, Volume 2. p.90-92 Available at: [https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10\\_informasii.pdf](https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10_informasii.pdf). Access: Apr.21, 2021.

EDUCATION AND UPBRINGING DURING THE 2017/18. *School year: Statistical information / General author: Radosław Jabłoński, Teresa Miszke, Karina Pokrywka, Katarzyna Rybicka, Magdalena Wiktor, Hanna Zielińska, Anna Żochowska.* Warsaw, Gdańsk. 246p.

GARMASH, O.M. Tutor - a key figure in the education system of the XXI century. *Education for the XXI century: challenges, problems, prospects: materials of the First International Scientific and Practical Conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko, 2019, Volume 2. p. 51-53. Available at: [https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10\\_informasii.pdf](https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10_informasii.pdf). Access: Apr.21, 2021.

GLUSHKO, O.Z. Features of raising the professional level of schoolteachers in Poland. *Education for the XXI century: challenges, problems, prospects: materials of the I International scientific-practical conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after AS Makarenko, 2019, Volume 2. p. 53-56. Available at: [https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10\\_informasii.pdf](https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10_informasii.pdf). Access: Apr.21, 2021.

KOSHEL, V.M.; YURCHENKO N.V. *The use of innovative technologies for self-improvement of future educators of preschool education in professional activities.* Second edition, revised and supplemented for students majoring in "Preschool Education", teachers of higher education institutions and educators of preschool children. Chernihiv: LLC "Chernihiv Cardboard Printing Factory", 2019, 150p. Available at: <http://erpub.chnpu.edu.ua:8080/jspui/handle/123456789/3150>. Access: Apr.11, 2021.

NIKOLSKAYA, N.V.; ZHUKOVSKAYA O.A. "Teacher training as a development trend in the United States. *Education for the XXI century: challenges, problems, prospects: materials of the I International scientific-practical conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko, 2019, Volume 2. p. 74-76. Available at: [https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10\\_informasii.pdf](https://library.sspu.edu.ua/wp-content/uploads/2018/04/monografia.14.10_informasii.pdf). Access: Apr.21, 2021.

OSADCHA, K.P. On the issue of institutionalization of the tutor profession in the Ukrainian educational space. *Ukrainian Journal of Educational Studies and Information Technology*. 2016, № 6. S. 77-88. Available at: [https://www.researchgate.net/publication/326265813\\_Do\\_pitanna\\_sodo\\_institucionalizacii\\_profesii\\_tutora\\_v\\_ukrainskomu\\_osvitnomu\\_prostori](https://www.researchgate.net/publication/326265813_Do_pitanna_sodo_institucionalizacii_profesii_tutora_v_ukrainskomu_osvitnomu_prostori). Access: Apr.11, 2021.

PODKOVKO, H.V. Innovative learning technologies in the context of the competence approach in education. *Medical education. Bogomolets National Medical University*, 2016, № 1. - p. 41-43. Available at: <https://core.ac.uk/download/pdf/276622213.pdf>. Access: Apr.11, 2021.

PREPARING TEACHERS IN TODAY'S CHALLENGING CONTEXT: Key Issues Policy Directions and Implications for Leaders of AASCU Universities TeacherEdReport17.pdf Available at: <https://aascu.org/AcademicAffairs/TeacherEdReport.pdf>. Access: Apr.11, 2021.

SHMALEI, S.V. Vectors of modern higher education in a globalized society. *Education for the XXI century: challenges, problems, prospects: materials of the I International scientific-practical conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko. Volume 2. p. 38-40. Available at: [http://www.library.univ.kiev.ua/ukr/elcat/new/detail.php3?doc\\_id=1931613](http://www.library.univ.kiev.ua/ukr/elcat/new/detail.php3?doc_id=1931613). Access: Apr.11, 2021.

SHPARUK, O.M. () Features of professional development of a teacher in China. *Education for the XXI century: challenges, problems, prospects: materials of the I International scientific-practical conference* (October 29-30, 2019, Sumy). Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko, 2019, Volume 2. p. 92-94 Available at: <https://lib.iitta.gov.ua/717995/1/%D1%82%D0%BE%D0%BC%20%20%D1%81%D0%B1%D1%80%D1%83%D1%94%D0%B2%D0%B0-%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%B8%D1%86%D1%8B-93-94.pdf> Access: Apr.11, 2021.

---

<sup>i</sup>PhD in Pedagogical Sciences, Associate Professor of the Department of Social Pedagogy, MP Drahomanov National Pedagogical University Kyiv, Ukraine. E-mail: [neizhpapals@ukr.net](mailto:neizhpapals@ukr.net). ORCID: <https://orcid.org/0000-0003-4398-2553>.

<sup>ii</sup>Assistant of the Department of Financial and Administrative Management, Lviv Polytechnic National University, Lviv, Ukraine. E-mail: [yurii.m.dziurakh@pnu.ua](mailto:yurii.m.dziurakh@pnu.ua). ORCID: <https://orcid.org/0000-0001-7131-7468>.

<sup>iii</sup>PhD of Pedagogical Sciences, Associate Professor. Psychological and pedagogical faculty, Department of Primary Education, Natural and Mathematical Disciplines and Methodals of Their Teaching Poltava V.G. Korolenko National Pedagogical University, Ukraine. E-mail: [boguta.valentyna@gmail.com](mailto:boguta.valentyna@gmail.com). ORCID: <https://orcid.org/0000-0003-1577-3770>.

<sup>iv</sup>PhD of Pedagogical Sciences, Teacher, Faculty of Journalism, Department of Social and Humanitarian Sciences, Institution of higher education Lviv University of Business and Law, Ukraine. E-mail: [zelman\\_lesya@ukr.net](mailto:zelman_lesya@ukr.net). ORCID: <https://orcid.org/0000-0002-2497-7292>.

<sup>v</sup>Doctor of Pedagogical Science, Associate Professor, Professor of Psychology, Pedagogy and Philosophy, Faculty of Law, Humanities and Social Sciences, Department of Psychology, Pedagogy and Philosophy, Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine. E-mail: [gerasimenko24@gmail.com](mailto:gerasimenko24@gmail.com). ORCID: <https://orcid.org/0000-0003-3725-8681>

Received: March 20, 2021.

Approved: 01 Apr.2021