

Innovative Learning Environment for Training Competitive Education Specialists of Ukraine Innovative Environment of Higher Education in Ukraine

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Abstract

In the conditions of Ukraine's integration into the European educational space, it is necessary for the universities to urgently enrich the learning environment with innovative educational technologies, forms and methods which would promote the formation of competent educationists capable of integrating into the European educational environment. Training highly skilled specialists induces higher educational institutions to design and introduce strategic approaches to the use of innovative information technologies able to provide the new paradigm of professional training of specialists in the current market conditions. The paper offers the authors' approaches to forming professional competencies in education specialists by using IT-based techniques at higher educational institutions, which would allow future teachers to organize educational activities, establish permanent communication and information relations with students and their parents, with the administration of the educational institution, to promote professional proficiency as well as carry out the search of educational and scientific literature.

Key words: innovation, educational space, higher education, future education specialists, professional skills, professional development, competence.

INTRODUCTION

Being one of the dominant trends of societal development,

informatization predetermines realization and creation of new organizational and pedagogical conditions for providing effective professional training of future teachers at higher education

institutions(HEI) (Olmedo&Harbon, 2010). This process is intensified by Ukraine's integration into the European educational space with its strong focus on innovative methods, forms and techniques for education specialists training, where the teacher's personality and his/her personal contribution to the educational process of general education institutions are of utmost importance (Bakhmat, 2016; Bakhmat, 2017; Liubarets, 2019; Bakhmat, Dudka, Liubarets, 2018).

It seems to be reasonable to agree with O. Hlazunova's assumption that "the modern information society is gradually being transformed into Smart Society, which has been mentioned by sociologists, philosophers, IT specialists, teachers and others. This concept is understood to be a new feature of society, in which the whole set of technologies, services and the Internet used by well-trained specialists results in quality changes in students' co-operation and collaboration allowing bringing about new effects – social, economic and other advantages for a better life" (Hlazunova, 2013).

For their part, the "new requirements of society related to self-realization of personality, imply the need to establish theoretical and methodological principles of making a future teacher a competitive specialist, as well as to create effective diagnostic mechanism that will enable to reveal backlogs in education specialists' activity, prospects for professional advancement and need for professional development" (Zavalevskyi, 2010; Gross, Truesdale & Bielec, 2010; Alfaro, Quezada, 2010; Randel, Apthorp, Beesley, Clark & Wang, 2016).

The informatization rate in education calls for updating traditional approaches to teaching at higher education institutions, which are to be based on powerful information technologies (IT), foster non-standard decision-making, promote creative thinking. All this generates, according to the authors' observations, the new paradigm of professional education specialist training, which is based and implemented on the principles of maintenance and development of creative potential of every

personality, with focus on their self-determination, qualification for efficient professional activity in variable social conditions, readiness to face new pedagogical challenges and solve them (Bakhmat, 2019; Bakhmat, 2013).

The abovementioned idea is based upon the need for education specialists to better realize the importance of their own pedagogical activity, develop self-motivation and reveal calling in the choice of profession, take a realistic view of their personality potential capabilities for their further implementation in modern general education institutions, and opportunities for releasing their creativity, etc.

Firstly, throughout life and personality development, an important role is assigned to the efficient professional activity of an education specialist, who must be highly motivated to perform professional activity, have a high proficiency level of applying effective techniques and methods for achieving academic aims and objectives, be able and willing to create and think critically (Petrichenko, Bakhmat, Tsytko, Liubarets and Prokopenko, 2020).

Secondly, today's education specialist must be aware of the practical, theoretical and social significance of the results of all aspects of professional activity for forming the personalities of students being the future of society.

Thirdly, as an important factor of impact on lifelong education, information technologies generate certain attributes for the continual system of pedagogical training of education specialists:

- introducing innovative components into the content of professional training at all stages of studying (in all areas), which are influenced by changing requirements to the personality and general features of a modern specialist;

- a more intensive study of both theoretical and practical components of training at every further stage of training;

- forming additional abilities and skills of using IT increasing their level at every further stage of training.

It is the development of society, the dynamics of which is determined by scientific

and technological advances, that calls for the introduction of different types of innovations in teaching activities at both professional and personality levels, in particular IT-based innovations (Sias, Nadelson, Juth, & Seifert, 2016). In fact, an education specialist must be able to design and construct his/her own professional activities aimed at providing every student with opportunities for personality development (Becuwe, Tondeur, Roblin, Thys & Els, 2016; Fogleman, Fishman & Krajcik, 2006).

The detailed study of the features of professional activity of education specialists shows that a number of researchers claim that some aspects are implemented by education specialists in their pedagogical activity: communication, organizational and structural aspects¹. In particular, on the basis of the detailed analysis described in this paper, a conclusion is made that communication is possible only if an education specialist has acquired analytical, time perspective and projective skills. Analytical skills consist of the following sub-skills: the ability to divide pedagogical phenomena into components, to correctly diagnose pedagogical phenomena, to identify the basic pedagogical task and find appropriate methods for its optimal solution.

Time perspective skills consist of the following sub-skills: the ability to predict how the staff and their interrelationships will develop, to forecast the development of a personality, his/her qualities, behavior and mutual relations formation; to forecast how the pedagogical process will develop and what results can be achieved when using particular teaching methods and techniques. For organizational activity, it is necessary to have an ability to organize group performance and engage every student in the work of the teaching staff, the latter being regarded as “a specific socio-professional group, with certain distinctions in activities and professional integration” (Jatkauskienė, Andriekienė & Nugaras, 2017). Organizational skills, according to some researchers, comprise

mobilization, information, developmental and orientation skills. Communication activity of a pedagogical worker is regarded as groups of logically constrained perceptive skills – the ability to communicate and apply pedagogical techniques (Latta & Kim, 2010).

However, the mentioned types of activity are carried out by an education specialist in terms of traditional approaches to forming professional competences at higher education institutions, which are characterized by restricted scope. Under the new paradigm of pedagogical training of an education specialist, they combine the functions of:

- a teacher (the educational aspect of professional activity is implemented);
- an educator (the personality cultivation aspect of professional activity is implemented);
- an organizer of one’s own activities and students’ academic activity (the organizational aspect of professional activity is implemented);
- a consultant and developer of communicative mutual relations with colleagues, students and their parents (the information aspect of professional activity is implemented);
- a researcher in the field of education, interconnections between the students (the research aspect of professional activity is implemented).

According to the authors’ prognostic vision of the professional activity spectrum under the conditions of informatization, the traditional list of pedagogical competences of a competitive education specialist becomes more expanded, being supplemented, if necessary, with the following knowledge, abilities and skills:

- using IT as a means and a form of educational organization;
- investigating the prospective possibilities of using IT to improve pedagogical activity;
- organizing the teaching of students with the use of interactive methods;
- applying IT for establishing communication and information interconnections with students, their parents, colleagues and administration of the educational institution;

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<http://bo0k.net/index.php?p=achapter&bid=504&chapter=1>

- using the Internet to increase the level of professional knowledge and foreign language competence (knowledge of a foreign language);

- searching for professional academic and scientific literature using IT (Kartashova, Bakhmat, Plish, 2018).

The findings of the present study specify a fundamentally different scope of problems and content of professional training at higher educational institutions and increase the regularity of planning the innovative learning environment (ILE) focused on boosting both the teacher's and students' activity.

The object of the research is the educational process at institutions of higher education.

The paper aims at outlining up-to-date approaches to forming professional competencies in education specialists by using IT-based techniques at institutions of higher education to improve their professional performance; at demonstrating the efficiency of using e-content, which is achieved through e-interaction between students, in terms of Russian educational institutions that develop and implement innovative learning environments.

Research methods: analysis of IT applications in the educational process of institutions of higher education; personal scientific and practical pedagogical experience.

METHODS

The above shows the need to find out the attributes and specific features of ILE planning for education specialists of general education institutions as well as requires making a decision to conduct a deeper analysis of the findings available at Ukrainian and overseas educational institutions. Nowadays, many domestic educational institutions (universities, institutes and colleges) focus their organizational activity on forming the environment which would provide efficient students' activity and boost the quality of teaching and learning (Kharkivska, Bakhmat, Liubarets, Polyakova, Rodinova 2020).

For instance, Lviv Polytechnic National University has quite a powerful portal, which can

be regarded as a sample information environment. The portal is a powerful indicator of the University's activities. The main page of the portal, which reminds a banner map, allows visitors to get connected with any University institute's web site, to read the latest news, to find out when and how the library or other departments function, etc. The University consists of several institutes which, in turn, have their own sitemaps, Institute of Distance Education being one of them². Since the beginning of the Institute's existence, its teaching staff have done tremendous work which enabled them to put in order all teaching forms making them comply with the present day's requirements. The analysis of the student's and education specialist's guides, provided by the University's pedagogical workers, allows us to draw a conclusion that the instructional materials are being intensively developed and constantly improved. In particular, the web site provides the following report: "The Methodological Council of the Institute and dean's offices have initiated a series of specialism-related brief lectures, textbooks and guides entitled "Distance Learning", which is made up of more than 150 titles so far. Moreover, the students of the Institute have got access to all the student and education specialist guides in electronic form. An electronic database to support the academic process was created in the Institute – from didactic cards for students or externs to the timetable and its management. All this is incorporated in the single network, access to which is provided to the three dean's offices".

The University's e-library, which is also a separate powerful ramified web-site³, contains the recommended literature list relating to the subjects taught at this higher education institution: "On the page of the resource you can find the literature list relating to the subjects taught at Lviv Polytechnic National University and make suggestions concerning the offered list. On the same page you can use the option of recommendation of subject-specific literature. The selected literature, which can be

²<http://www.lp.edu.ua/>

³http://library.lp.edu.ua/el_services

attached to the subject, is received by the librarian, who analyses it and makes alteration in the library's automated information data system. The information in the database is updated every fortnight⁴. The e-catalog of the library enables prompt and quality search for necessary literature by different parameters, for example, by author's name, title, year of edition, language, kind of document (book, manuscript, collection of papers, dissertation, abstract of thesis, journal) and the like.

However, going back to the features of the learning environment of educational institutions, it is necessary to admit its capacity and value for the participants of the teaching and learning process: "a virtual learning environment (VLE) is a software system created to support distance learning with a strong focus on learning as opposed to the guided learning environment with a strong focus on the control over the learning process. Usually, the VLE is Internet-based and provides tools for assessment (in particular, automatic assessment in case of multiple choice tasks), communication, downloading the materials, feedback, assessment of colleagues' performance, management of student groups, collecting and arranging students' marks, carrying out surveys, etc. It is a network service for the daily use that contains all the necessary elements of theoretical and practical knowledge, control and self-assessment of learning progress, forms of organization of adaptation, motivation and focus on creative activity"⁵.

On the basis of evaluation of the resource described above, it is possible to assert that Lviv Polytechnic National University provides, at least to its users, access to the virtual depository of knowledge that includes a portal, a library, Institute of distance learning, etc.

An in-depth research into the experience of the development of information-educational environment shows that some institutions for vocational education integrate IT into their learning environment, taking into account IT capacities and operational powers. The

"Information-educational resources" block (Fig.1) located on the portal of Kherson Polytechnic College of Odessa National Polytechnic University is the evidence of the foregoing. The resource contains reference literature in different specialisms: textbooks, articles, audio- and video- lectures, multimedia learning courses, etc.



Fig.1. Internal information resources of the college

The e-environment of Borys Grinchenko Kyiv University, which is designed for the use of electronic resources of the University, work with "electronic educational content, use of technologies for e-interaction and e-collaboration between students, between students and teachers, students and administration"⁶, can be regarded as a powerful development of the portal.

The hypermedia structure of the electronic environment of the University, in its turn, includes such hypermedia modules as University Library, Electronic Repository, Institute Repository (IR), Electronic Journal, University Wiki-Portal, Corporate E-mail, Electronic learning (E-learning) and Microsoft IT Academy (Fig.2).

⁴<http://library.lp.edu.ua/>

⁵<http://lp.edu.ua/node/2363>

⁶<http://lp.edu.ua/node/2363>



Fig.2. The structure of the e-environment at Borys Grinchenko Kyiv University

The Microsoft IT Academy module is worth mentioning: “The Microsoft IT Academy operates at the University. The amount of opportunities offered by the IT Academy program ranges from studying the mobile and desktop computers custom applications to IT-specialists training in a wide range of specializations. The IT Academy offers a variety of Microsoft Office 2007, Microsoft Office 2010, and Microsoft Office 2013 online courses”⁷.

The electronic repository⁸ is undoubtedly a powerful resource for students and pedagogical workers. It is an electronic resource of the library, which contains more than 4 000 electronic educational, methodical, scientific, reference, and rare printed publications in electronic form. Full-text electronic library resources can be accessed only via the internal network of the University. That means you must use the e-learning account information to sign in.

⁷<http://kubg.edu.ua/struktura/pidrozdili/ndl-informatizatsiji-osviti/microsoft-it-academy/reiestratsiia-na-kursy.html>

⁸<http://elib.kubg.edu.ua/>

Mostly, educational institutions offer to visit the listed electronic libraries or electronic databases such as: the SCOPUS database; the reference database of Ulrich’s Periodicals Directory; the scientific electronic library⁹; Vernadsky National Library of Ukraine; AJ VINITI¹⁰; Google Academy.

DISCUSSION

Thus, on the basis of the present research, conclusions can be made to specify the requirements to ILE and organizational and pedagogic conditions for its planning. In particular, the didactics prognostics in terms of planning and introducing ILE expands one of the aims of this process – to ensure support and promotion of the modern educationist’s competitiveness.

The identification of the competences of a teacher outlined above with the expected outcomes of professional activity of education specialists of higher education institutions testifies the logic in the natural emergence of a phenomenon – the perception of the latter as integral system, the components of which are the types of professional pedagogic activity: educational, nurturing, and organizational activity, as well as information and research.

Due to the highlighted basic conceptual provisions for the development and implementation of pedagogical workers’ ILEs at higher education institutions, several prospective ways for their upgrade can be outlined.

– Teaching activity: creating a systematic dynamic electronic database of learner’s and teacher’s guides (Web-archive) for lectures and workshops. The archive, being constantly updated and expanded, can transform the process of learning job-related subjects into the continual creation of a common intellectual structure. It may contain presentations, video clips, multimedia, images, charts, graphs, tables, etc (Shkedi, 2010).

– Personality cultivation activity: arrangement of Web-seminars, Web-

⁹ <https://elibrary.ru/>

¹⁰ <http://www.2.viniti.ru>

conferences, Web-tutorials, chatting and electronic correspondence between students will foster solving a huge amount of problems: urging diffident and poorly motivated students to communicate, providing such students with support for self-affirmation and self-rating, promoting every and each student's development and providing personality-focused backing. The specially designed electronic resources (chat rooms, blogs, Web-pages for communication on social networking sites) will become a handy tool for tracking group discussions, for correcting group work or providing necessary tutorial support (including the distance one).

– Organizational activity (administrative): learning management (Web-based communication with students, sending electronic messages and news etc.) can improve if educationists have their personal Web-pages (Web-sites), if job-related issues are discussed on Web-forums and if colleagues and students communicate via e-mail, Skype and other means of electronic communication.

– Information activity: the use of a wide range of information sources available in the Internet (teaching materials, learner's guides in various electronic formats: textual, graphic, video, audio and the like). If the prior components are created, students will be given access to materials (under an educationist's supervision) which were unavailable, rare or too expensive to buy.

– Research activity: boosting information abilities (developing systematic electronic educational resources, specialism-related databases, image galleries, electronic presentations, catalogues of papers and monographs) provides students with opportunities for self-learning, creative search and creative skills development – the abilities to learn and self-learn, form their own views and approaches to future pedagogic and scientific activity.

CONCLUSION

Taking the provided theoretical justification into consideration, it can be claimed that under the ILE condition the organization of

professional training is aimed at preparing pedagogical workers for such areas of activity as education, personality cultivation, organization, information and research.

As a result, according to the paradigm of continuity of education, the professional training of an education specialist in each sphere of activity mentioned above has to:

– be focused on developing professional competence at the level that meets the requirements to a pedagogical worker at every stage of their training;

– provide general requirements for their training, taking into consideration the interdisciplinary connections;

– ensure the continuity in studying job-related disciplines.

In the future, ILE is to be an electronic space, an environment disclosing creative abilities of both teachers and students of higher education institutions, as well as to be the mechanism for the satisfaction of personal and professional interests. The goal of professional training of competitive pedagogical workers can be achieved due to the creation of organizational and pedagogical conditions that stimulate constructive and creative thinking, which, in turn, requires their strengthening, for instance in the form of switchover to the interactive education, due to the well thought out and efficient implementation of IT-methods, teaching forms and methods.

Subsequently, if teachers' ILEs are introduced at general education institutions, it will become possible to identify its importance in terms of the opportunities which can be realized within it and which cannot be realized within the traditional learning environment. Teaching methods and forms, integrated into the ILE, are expected to have didactic ground and to conform to the traditional teaching methods and forms. Their application is supposed to be more efficacious for presenting instructional material, managing the academic process and, on the whole, promote the quality of pedagogical education, which will result in forming qualities of a competitive specialist.

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