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THE METHOD OF USING INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATIONAL INSTITUTIONS IN THE CONTEXT OF DEVELOPMENT OF THE EDUCATIONAL PROCESS: THE UKRAINIAN REALITY AND THE EUROPEAN FUTURE

The educational sphere, which is the founder of worldview development and spiritual formation of individuals, is undergoing a number of significant transformational processes. The modern society is characterized by the development of an information-oriented educational space where new values and technologies, new lifestyles, and modern educational approaches meet to prepare future specialists for their self-realization in society. Reformation and modernization of the contemporary higher education of Ukraine towards its integration into the European educational space involves the development and implementation of innovative educational systems and technologies. The main purpose of modern education in the context of informatization of society is to teach students to use modern information and communication technologies [1].

Modern higher education must solve the following tasks: 1) to form intellectual, spiritual-creative, moral, psychophysical and professional qualities in the youth; 2) to promote the professional development of teachers and students, which implies the availability of general abilities to solve complex professional tasks. That is why not only foreign and domestic scientists, but also lawmakers are engaged in the problems of educational innovations, innovative development of various educational systems and pedagogical processes, and development of innovative pedagogical ideas.

According to many international experts, the knowledge and skills that young people acquire when studying in a higher educational institution are the indicators that make it possible to determine the readiness of graduates of an educational institution for life, as well as their further personal development and active participation in society [2, p. 46]. The level of implementation of technological approach is one of the most important criteria which determine the competitiveness and prestige of a higher educational institution. This raises an urgent need for retraining teachers, equipping educational institutions with modern computer technology, pedagogical software tools, electronic textbooks, etc. Therefore, the axiom of the formation of modern Ukrainian society suggests the priority development of higher education, whereas one of its main features is the widespread use of innovative technologies. It is not a secret that modern technologies ensure systematic, purposeful, effective and productive educational activities. Learning with the help of IT technologies qualitatively exceeds the classical education.

The development and implementation of modern technologies requires new approaches to the management of education and the involvement in the traditional learning system of fundamentally new elements, since this process must be aimed not only at increasing the amount of knowledge and development of the professional orientation of future specialists, but also at achieving a new quality of organization of the educational process, taking into account modern approaches to the organization of

subjects of vocational training. Therefore, the prerequisite for the use of information technology is the development of new didactic and methodological conceptual foundations of higher education through:

- the creation of subject-oriented educational and informational environments that allow the use of multimedia, electronic textbooks, etc.;
- the mastering of various means of communication (computer network, mobile communication) for the exchange of information concerning the learning of educational material;
- the teaching of the rules and skills of "navigation" in the information space;
- the development of distance education.

It should be noted that the objective process of changes in higher education contributes to the need for the development of electronic pedagogy as a science, which will bring higher education in the aspect of e-learning to a qualitatively new level. Currently, it is relevant to use interactive and virtual simulators during learning in order to contribute to the general development of the youth, the formation of its ideological culture, individual experience, creativity.

In modern educational science and practice, the term "innovative activity" is used widely, which means the updating of the technology of teaching and reconstruction of the teacher's personal settings. The concept of "innovation" was introduced in scientific research as early as in the 19th century and meant the penetration of certain elements of one culture into another. In the generally accepted interpretation, "innovation" means "novelty" [3, p. 77-78]. Modern researchers consider the concept of "innovation" in two directions: "innovation - process" and "innovation - product, result" [4]. Namely, A. Oliynyk considers innovation as an integrated process of creating, using and distributing a new practical tool, and gives it the following definition: "Innovations in the education system are processes of creation and implementation of pedagogical novelties" [5, p. 41]. Brinkley A. suggests the following definition: "Innovations are the ideas, processes, means, and results taken in the unity of qualitative improvement of the pedagogical system" [6, p. 93]. V. Safiulin has a similar opinion, characterizing innovations as the processes of introduction and implementation of pedagogical novelties [7, p. 56]. This process cannot be spontaneous, it requires management. Moreover, the innovative processes taking place in modern education require a thorough analysis of the means for their practical implementation, which most often appear in the form of technologies.

The concept of "technology" arose in world pedagogy as opposed to the existing notion of "method". In domestic and foreign theory and practice, the term "technology" appeared and started to be used first of all in the engineering and technical spheres. The origin of this term ("techne" - art, skill, ability; and "logos" - science, doctrine) implies the possibility of its use as a science about the skill of practical activity [8, p. 60-62]. The term "technology in education" gained widespread use in the United States and the European Union at the end of the 20th century due to the application of new learning tools. As a rule, "learning technology" is understood as a way of implementing the content of education provided for by curricula, constituting a system of forms, methods and means of education that ensures achievement of didactic goals set [9]. The main tasks of new information technologies of education are the development of interactive environments for managing the process of cognitive activity, and access

to modern information and educational resources (multimedia textbooks and textbooks created on the basis of hypertext, various databases). The modern notion of "technology" represents a content-based generalization and has three main aspects: scientific - technology is a scientifically developed solution of a certain problem, based on the achievements of psychological and pedagogical theory and best practice; formal-descriptive - technology is a model, description of objectives, content of methods, algorithms of actions used to achieve results; process-active - technology is the process of carrying out activities, the sequence and order of functioning and change of all its components, including objects and subjects of educational activity.

The new paradigm of higher education requires that the system "teacher - knowledge - student" is designed in such a way that facilitates a student's education as a citizen, a personality, a professional. At the same time, the main focus is placed on the use of new methods, promising forms of learning, different ways of providing information that will contribute to greater efficiency and quality of education. Thus, there arises an important question: "What approaches, methods of work can satisfy the modern society and form the necessary professional and personal qualities of students?". Solving this issue requires a rethinking of the content of information technology, its importance for quality training of future lawyers in higher education institutions. And although modern educational technologies basically come down to the use of technics - computers, information networks and multimedia, - they are nevertheless aimed at a person and designed to contribute to personal development. For the modern society, IT technologies have both theoretical and practical significance, since in the conditions of globalization, they concern its historical development, help to individualize learning, establish feedback, free the subjects of the educational process from routine work.

The implementation of innovations in educational activities is a complex multi-stage mental process. With this in mind, American researcher E. Rogers divides this process into the following main stages: 1) familiarization with the problem; 2) analysis of the problem; 3) analysis of ways to solve the problem; 4) choice of the way to solve the problem; 5) perception of the consequences of choosing the decision [10, p. 13]. In our opinion, for the successful and long-term use of innovative technologies in the practice of higher education, this process should be gradual, divided into seven stages:

Stage I - Awareness by the research and teaching staff of a higher educational institution of the need for changes and innovations in the educational process, which requires the monitoring of the quality of education, the analysis of indicators of these studies, and the awareness that the effectiveness of the functioning of the educational process depends directly on the scientific and technological progress that takes place in the society, as well as on the constant professional growth of teachers themselves.

Stage II - Search and updating of new ideas. At this stage, a creative group is formed whose main purpose is to develop and incorporate innovative ideas in a project or program, identify a range of problems that need to be addressed, as well as update and discuss new ideas. That is, it includes understanding the content of innovation, familiarization with the regulatory framework for its implementation, familiarization with innovative technologies already known, selection of technologies

that can be actually implemented in a particular educational institution.

Stage III - Implementation of the design of an innovation, or the definition of the prospects and strategy to achieve the goal set. The prepared project of innovative technologies should specify the purpose, tasks and main measures for the realization of new ideas, the necessary resources for the effective achievement of the goals and the method of revealing the efficiency of innovative processes.

Stage IV - Development (testing) of a new information technology. At this stage, it is important to take into account the readiness of the research and teaching staff for the implementation of innovative technologies (motivation of teachers and students, the presence of stress, awareness) and to create comfortable conditions for the work of all subjects of the innovation activity.

Stage V - Defining the strategy for the management and training of the subjects of innovative search to work in new conditions. At this stage, the ability to present educational material in a discipline through technology, to evaluate and control intermediate results, and establish communication with the audience becomes important. The effectiveness of innovations to a large extent depends on the readiness of participants to innovate. Therefore, the process of teaching educators-researchers for the mastering of the mechanisms of research work and information technologies gains special significance.

Stage VI involves the formation of a positive attitude of the teaching staff to the introduction of innovations, the need for continuous education. Despite the rapid development of information technology in society, as practice shows, neither novice teachers nor experienced experts always have the appropriate level of knowledge and skills for the effective computer support of teaching educational disciplines.

Stage VII involves the disclosure of the results of the use of innovative technologies.

After analyzing the stages of innovation implementation, it can be noted that one of the requisites of successful innovation of a higher educational institution is that both teachers and students are aware of the practical significance of various information technologies in the education system not only on the professional but also on the personal level. Therefore, innovative technologies in the higher education system should be considered as implemented innovations reflected in the content, methods and means of teaching and education of the student's personality (methods, technologies), in the content and forms of organization of management of the educational system, as well as in approaches to social services in education, which significantly increases the quality, efficiency and effectiveness of the educational process.

Today, the use of computer simulation systems, implementation of situational case technology [11, p. 69], and solving professional problems through the integrated use of knowledge in general and professional disciplines can be also considered to be innovative technologies. Thus, the introduction of modern interactive teaching methods requires a deep involvement of students in the educational process.

The most attractive and professionally needed in innovative education are **active simulation methods,** which are divided into non-gaming (analysis of specific situations, simulation exercises) and gaming (business games, role-playing). They are the most essential for the professional orientation of the educational process of a legal institution, because they make an important means of orienting

students at such values as better mastery of the future specialty, acquisition of professional skills, creation of new algorithms of action [12, p. 71].

The traditional object-oriented approach to setting the goal, content and methods of teaching (when it is mainly offered to study objects and phenomena of the surrounding world, and not problems) shows low effectiveness. Certainly, the knowledge of certain objects and phenomena of the surrounding world cannot be eliminated, but teaching should not to be limited by this approach alone. The real life situations are syncretic, their separation into separate components (objects of study) is rather artificial. In their life, people are confronted not with individual objects, but with problems - complex life tasks, whereas their solution constitutes the content of life [12, p.72].

One of the key modern methods of teaching disciplines is the situational learning method, because it deals with real situations, and not with those invented in the classroom. In the European Union, this method forms the basis of higher education. The case method is based on the principles that in fact make one reconsider the role of teacher and student. The teacher's obligation when using the case method involves creating in the classroom conditions that would allow students to develop their ability to think critically, analyze, encouraging them to share their thoughts, ideas, knowledge and experience during discussion. Also, the students must be aware that the teacher is in the classroom to help them, and they have to use this advantage as much as possible, while the main responsibility for the things they have learned is borne by themselves [13].

The purpose of the case method is not the transfer of knowledge alone, but teaching students to cope with unique and untypical situations that require knowledge in many disciplines and that generally occur or may occur in real life and require a fast managerial decision. Creative and analytical thinking becomes a necessary quality of a modern lawyer in the context of increased competition. Therefore, the use of this interactive educational method is very effective for developing the skills of identifying professional problems, systematizing and analyzing taught facts, developing alternative solutions, and raising the confidence of students in their abilities. Individual case analysis and discussion in a group give much more opportunities for professional development than learning a textbook or lecture notes. The most important skills that a student obtains when applying the case method are: observance, data collection, problem identification, communication, motivation, ability to perceive any verbal information from a professional point of view, independently comprehend and make an alternative solution through assessing its possible consequences, as well as determine the best ways to implement this solution.

The use of new information technologies shifts the emphasis from the purpose of education, prompts to change the scope, composition, structure of the study material at hand, focuses on the formation of a fully-fledged theoretical thinking of the learner, on the development of modern communication tools, the exchange of results of information work in the student's learning process.

Conducted sociological studies of various forms and methods of teaching in higher educational institutions indicate that the level of acquisition of teaching material through a traditional lecture amounts to 20%, a lecture using computer technology increases this indicator to 50% of information

acquisition, a discussion - 70%, and a game - 90% [11, p. 67]. On this basis, game techniques and information technologies aimed at visualizing information are actively used in today's educational process of higher educational institutions.

However, despite their sharp criticism as a passive form of study, lectures remain the main form of study at higher educational institutions. Lectures are one of the traditional forms of teaching in high school. Lecturing courses synthesize a large amount of knowledge that the teacher presents in a revised form. However, lectures do not satisfy the students' demand. Their place is gradually occupied by multimedia lectures which provide visual support, training lectures, and interactive discussions that ensure active participation of students in the learning process.

The organization of multimedia lectures requires the presence of special classrooms for computerized lectures where there is a portable computer, a projector compatible with available software and sound, a screen, the ability to darken the audience, access to the Internet, etc., which requires significant financial costs, for which reason this form has not been widespread in most higher educational institutions. Today's multimedia lectures in their overwhelming majority are organized thanks to the personal enthusiasm of teachers and their creativity. One more problem for implementing multimedia lectures is the lack of training of teachers, who have not mastered computer technologies perfectly. Preparation of presentation programs and multimedia lectures requires considerable effort and substantial preparation. The cooperation between students and teachers may be interesting in solving this issue. We have offered a model for preparing multimedia lectures. Students who master modern computer technologies faster can prepare multimedia presentations on a given topic, as creative works, which will promote mutual enrichment, mutual learning of students and teachers, the growth of intellectual level, partnership building, and academic unity.

The integration processes taking place in Ukraine involve borrowing of leading European experience in the development of the educational sector. Among the new educational technologies in European countries, a special place is occupied by the training form of education, which ensures the effective formation of conscious motivations, necessary skills, expertise, and competence. This form is an alternative to lectures. The peculiarity and advantages of a training are achieved by the combination of democratic principles with interactive methods of work, which allows students to study in comfortable conditions; to create a situation of success; to participate in and determine their own pace of development voluntarily, ensuring an individual approach; to apply acquired theoretical knowledge in practice quickly; to study complex, emotionally significant issues in the safe environment of a training, and not in real life with its threats and risks; to acquire the practical skills of the future profession as quickly as possible [14]. Unfortunately, Ukrainian realities make the training form episodic in the educational process of a higher educational institution. This situation is the result of several reasons. Firstly, in order to organize and conduct a training it is necessary to provide properly equipped classrooms and special training centers which require substantial funding. Secondly, the organization and conduct of a training requires teachers-trainers (facilitators) with proper preparation. Thirdly, there is no motivation for a teacher to hold classes in the training form, as it requires

considerable time, appropriate material resources, etc.

An interesting direction in the application of modern computer technology is interactive communication. Specialists distinguish computer interactive discussions of two main categories: synchronous ("chats") and asynchronous (e-mail, mailing lists, Internet forums). During synchronous discussions, students communicate effectively over the Internet, while in asynchronous discussions conversations are more like correspondence. In general, synchronous interactive discussions are ideally suited for distance education, and asynchronous - for classroom education, diversifying the direct daily communication of students. The easiest means of communication is the use of e-mail - sending students lecture material in the form of messages, which makes it possible to actively work on its acquisition, rather than noting [15, p. 62].

The organization of online forums is more complex since they register the individual participation of students in discussions. Each participant can get acquainted with the full text of the discussion and join it. Interactive computer conversations ("chats") are the means that requires most careful planning, special computer programs and observance of ethical norms and communication procedures. Internet forums, the organization of thematic groups, as a creative task, can be organized by students themselves, while the teacher will be a participant in this process. Analysis of discussions in online forums, thematic groups can demonstrate the level of acquisition of theoretical material by students, their ability to conduct a discussion and argue their case.

Meanwhile, e-learning is intended to become the basic technology of the modern educational system. As a complete substitute or as a supplement to traditional education, e-learning is perhaps the fastest growing segment in the United States and Canada's higher education. In the modern educational science and practice of European countries (Great Britain, Germany, Poland), the term "e-learning" is gradually replacing the terms "program learning", "computer learning", becoming synonymous with the term "distance learning" [14]. In the general sense, "e-learning" (the abbreviation for "Electronic Learning") is a system of learning with the help of information and electronic technologies [16]. In his studies, M. Rosenberg interprets the term "e-learning" as the use of Internet technologies to produce a wide range of solutions that enhance knowledge and productivity. E-learning is based on some basic principles: work is carried out via a network; delivery of educational content to the end user is carried out via a computer, using standard Internet technologies. In turn, A. Rosette defines "e-learning" as a learning activity whose content is located on a server or on a computer connected to the Internet (World Wide Web). According to Cambridge University researchers, e-learning can be considered as a means of support of the learning process using information and communication technologies that are developed or applied. Horton U. understands e-learning as: a) a process of formal and informal learning when lessons and activities are conducted using electronic media (Internet, CD-ROM, video, television, mobile phones, pocket personal computers), b) a phenomenon covering a wide range of environments and applications such as network learning, virtual classrooms and digital cooperation; c) an education using web and Internet technologies for learning [17, p. 75-78]. Thus, e-learning is seen both as a teaching process and a learning process. In his research, Bates T. uses e-learning as a synonym for

technology-based learning and teaching; identifies it as one of the new fields of technological research - the field of distance learning [18, p. 102].

UNESCO experts believe that e-learning is learning through the Internet and multimedia, i.e. the so-called "multimedia (virtual) learning" [19]. Indeed, e-learning is a broad set of processes that provide: learning based on the use of web technologies; learning built with the use of a personal computer, virtual classrooms; means of organization of user interaction in a network; e-learning includes "supply" of educational content over the Internet, audio and video records, satellite transmission, etc. Such education embraces the entire range of activities, from the support of the learning process to the supply of educational material to students.

Therefore, high-quality teaching of disciplines cannot be carried out without the use of means and facilities provided by computer technology and the Internet. Introduction of new technologies into the educational process is a progressive step, as it enables the teacher to present the material better, to make it more interesting, to check the knowledge of students quickly, to increase their motivation to study. Also, modern educational technologies contribute to the development of a higher educational institution itself in the presence of the following conditions: scientific substantiation of educational technologies; observance of the principle of direct interaction between the teacher and the student, the strengthening of requirements for educational materials, the expansion of the psychological field of dynamic processes in the acquisition of information; teachers' possessing of active teaching methods, positive motivation for improving the professionalism of students in the process of active learning. At the same time, successful building of teaching methods should be based on such components as: individual abilities of students; the ability of teachers to effectively implement modern educational technologies; didactic orientation with the focus on the development of a positively motivated attitude of students towards innovations; evaluation of the results of educational activities; analysis of the scheme of management of the introduction of modern technologies.

Summarizing the practical experience, it should be noted that the negative consequences of inadequate use of information technology in the educational process can be the following: the effect of "virtualization of consciousness", when the range of perceived information is narrowed, which then complicates adaptation in society; a computer, as a means of learning, cannot provide all kinds of activities that allow individuals to develop in a variety of ways; knowledge control is limited to several forms - tests or programmed surveys; work with the computer basically develops logical thinking, suppressing imaginative reception, emotionality.

Thus, based on the above, we draw the following **conclusions**:

Firstly, in order to keep up with the development of a modern changing world, students must have a high level of education, which is not possible without the introduction of innovative technologies into the educational process of a higher educational institution. All this requires consolidation of consciousness, joint efforts of the teacher and students, mobility around the idea of building an innovative, democratically oriented European educational space, which will provide the conditions for the comprehensive, harmonious development of an individual and the competitiveness of a future

specialist.

Secondly, in the context of formation of the information society, innovative technologies have a positive effect on the educational process in higher educational institutions, because they change the scheme of transfer of knowledge and skills, stimulating new teaching methods. At the same time, the introduction of such technologies into the education system is based on the use of computers and telecommunications, special equipment, software, information processing systems, etc.

Thirdly, innovation processes are cyclical and depend on a number of factors, among which the main ones are: readiness of students to promote innovative technologies; positive motivation on the part of teachers regarding their involvement in educational activities; the optimal psychological climate of the educational process and the skill of teachers; readiness of teachers and students for self-development and creativity; a systematic approach to the process of implementation of modern educational technologies for the training of specialists in higher educational institutions.

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