

TRANSFORMACJE CYFROWE I TECHNOLOGIE INNOWACYJNE W EKONOMII

ZBIÓR MATERIAŁÓW Z MIĘDZYNARODOWEJ NAUKOWO-PRAKTYCZNEJ KONFERENCJI INTERNETOWEJ

Część 2.

ЦИФРОВІ ТРАНСФОРМАЦІЇ ТА ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В ЕКОНОМІЦІ

ЗБІРНИК МАТЕРІАЛІВ МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ ІНТЕРНЕТ-КОНФЕРЕНЦІЇ

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INNOVATIONS IN TEACHING AND LEARNING PRACTICES IN UKRAINE'S HIGHER EDUCATION

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Summary. The article examines the role of innovations in teaching and learning practices in Ukraine's higher education. New challenges of modernity require from the teacher not only comprehensive digitalization but also the introduction of active teaching methods has been determined. Practical introduction of active methods "Flipped Classroom" and "Tutorial" in the conditions of blended learning promotes better mastering and mastering of material by students have been carried out.

Key words: learning, digitalization, active methods, innovations, higher education.

Анотація. У статті досліджується роль інновацій у викладацькій та навчальній практиці закладів вищої освіти України. Обґрунтовуються нові виклики сучасності, які вимагають від викладача не лише комплексної цифровізації, але й впровадження активних методів навчання. Досліджено практичне впровадження активних методів «Flipped Classroom» та «Tutorial» в умовах змішаного навчання, що сприяє кращому засвоєнню матеріалу студентами.

Ключові слова: навчання, цифровізація, активні методи, інновації, вища освіта.

Topicality. Problem statement. In the conditions of martial law in Ukraine, higher education faced the problem of providing quality educational services in dynastic conditions. After all, many students in the world's leading universities enter the first year, after the first year of study refuse to continue their education online. This is primarily due to the quality of educational services. The modern student is extremely in demand and needs an individual approach. Moreover, in order to encourage him to study, the teacher must make a lot of effort not to lose a potential entrant in the future. New challenges of modernity require from the teacher not only comprehensive digitalization but also the introduction of active teaching methods.

Literature review. The theoretical and methodological principles of the innovations in teaching and learning practices in Ukraine's higher education were developed by such domestic scientists as D. Verbivskyi [1], S. Vitvytska [2], M. Komar [3], V. Kucher [4], O. V. Nagaychuk [5], T. Rozhnova [4], A. V. Shiba [5], S. O. Stupenkov [5] and others. D. Verbivskyi emphasizes that the

use of the described innovative technologies in teaching allows achieving the following results: to ensure the mastery of knowledge and skills by each student; to develop learning independence; to form a zone of immediate professional development that ensures further individual work on the educational program; to create conditions for each student to realize the personal content of the results of learning activities based on their self-control, self-assessment and self-correction; to reduce the number of errors in solving practical problems in other disciplines. Innovative technologies are an ordered set of actions, operations and procedures that ensure the achievement of a diagnosed and predicted result [1]. S. Vitvytska investigates the role and value of innovations in modern educational space; essence of concepts of innovation is certain, pedagogical innovation, pedagogical work, pedagogical innovation, competence and readiness to innovative activity of master's degrees of education; own experience of the use of module-context technology is reflected in the process of study; the pedagogical terms of efficiency of innovative technologies of studies of students of city council are described; the ways of improvement of methodology of teaching of course [2]. M. Komar proves that innovation is an important aspect of the functioning of the modern education system. The scientist analyzes the innovative trends in higher education in Ukraine over the past 10 years. Universities play a key role in creating the conditions for new innovative ideas and projects. They need to pay more attention to the interest of their students and teachers in the development and implementation of innovations, and their evaluation should be objective and involve students [3]. A.V. Shiba, O. V. Nagaychuk & S.O. Stupenkov investigates that educational innovation is always the driving force that directs the education system to development, combines rapid civilizational and social changes with traditional educational stability at the dialectical level. The interest of teachers in educational innovations is also strengthened by the reform processes that have been actively taking place in domestic education recently. It has been established that the term «innovation» is of Latin origin and means innovation, renewal, change, new approach, creation of a qualitatively new one. A number of innovative educational areas were considered, including: mobile learning and mobile programs; microlearning; inclusive mapping; interactive videos; augmented reality. For modern Ukrainian society, the most important task is the development of perspective guidelines for development and effective practices for introducing educational innovations, reforming the education system and transforming it into an effective model of education that would meet international standards. At the same time, educational innovations based on the leading global trends should correspond to the priorities of the state's educational policy [5].

The aim of the study. The purpose of the article is to research and substantiate the necessity and peculiarities of innovations in teaching and learning practices in Ukraine's higher education.

Results. At the Chernivtsi Institute of Trade and Economics of State University of Trade and Economics I work with full-time and part-time students in the distance mode using the distance

learning server (DN) of CHTEI SUTE, which is created on the basis of educational content management system Moodle. That is, I use *e-learning technology* – information and communication technology and modular object-oriented dynamic learning environment Moodle, which provides the appropriate level of learning content management.

The Moodle system provides an opportunity to organize a full-fledged learning process, including teaching aids, a system of monitoring and evaluation of students' learning activities, as well as other necessary components of e-learning.

In the full-time form of study I read the following disciplines: "Accounting", "Management Accounting", "Accounting in banks", "Digital and information technologies of management accounting", "Consolidation of financial statements". Each student has access to the server of DN CHTEI SUTE and my disciplines and has the appropriate login and password to log in to the server.

The head of each academic group I teach in created a viber group and named it the discipline. In this closed community in viber, I indicate which task should be performed in the discipline and by what date (and specify the time of completion according to the schedule), in addition, I use the "Calendar of Events" on the server DN, where I record the end date of the task.

From the discipline "Statistics of the market of goods and services" – I developed a distance course and NMCD, so full-time students majoring in 071 "Accounting and Taxation" and specialty 072 "Finance, banking, insurance and stock market" work remotely as follows:

- on each topic of the discipline students master the lecture material independently and to consolidate it perform educational testing - according to the bank of test tasks of the server DN CHTEI SUTE on 8 types of complexity (the results of which are automatically recorded by the system in the "Assessment Journal" which is available only to me as a tutor course, on the DN server, due to the capabilities of Moodle);

- for each topic of the discipline students perform practical tasks, which they take from the workshop, which is an integral part of the NMCD and servers DN CHTEI SUTE and send me to my own e-mail at a predetermined time and time (mostly according to schedule) their development. language in a word processor word or handwritten in jpg format.

From the disciplines "Accounting in banks" and "Consolidation of financial statements" I use NMCD placed on the server of DN CHTEI SUTE. After mastering the lecture material from the reference syllabus of the discipline, students perform the necessary test and practical tasks of the workshop and send me solutions to my e-mail in a predetermined time. From the discipline Consolidation of financial statements developed and implemented in the educational process Electronic textbook.

I also use the BigBlueButton platform for online training. In addition to the SUTE CHTEI DN server, I also use correspondence with e-mail students and send additional materials on the

course. I take the exam on schedule on-line. Each student the next day after the exam receives a personal e-mail letter with a grade in the discipline. There were no problems with using the SUTE DN CHTEI server based on the Moodle platform. The Moodle system implements the philosophy of "pedagogy of social constructionism" and focuses primarily on the organization of interaction between teacher and students in the learning process, so it is used by me to organize traditional distance learning courses, as well as to support full-time and distance learning not only during quarantine.

Active teaching methods are ways to intensify educational and cognitive activities that encourage students to be actively involved in intellectual and practical activities in the process of mastering the subject. Not only is the teacher active, but the students are also active.

When teaching accounting and analytical disciplines using foreign methods ("Inverted Classroom", "Flipped Classroom"). Frequently in teaching, students are given the opportunity to independently use learning technologies to develop lecture material, including watching videos on the topic of the discipline, and then on-line practical tasks are performed under the guidance of a teacher. In particular, when teaching the disciplines "Accounting" and "Accounting in banks" students are given the task to get acquainted with the National regulations (standards) of accounting and International Financial Reporting Standards until the study of accounting aspects of the phases of economic processes. Each student prepares a small presentation (up to 5 slides) in which he presents the main content of NP (S) BU or IFRS, it helps to understand their key provisions, approaches to the assessment of accounting objects and aspects of their reflection in the financial statements. And only later, in the next classes, students begin to study the accounting of the main economic processes, while knowledge of the relevant NP (S) BU and IFRS allow them to better understand and master the methods of accounting for relevant objects.

Moreover, when teaching the discipline "Accounting in Banks" I use the method of "Tutorial", which also contributes to better mastering and understanding of the material of the discipline. In particular, in the first pairs, each student chooses a separate bank, and prepares an individual task and a presentation about the activities of the selected banking institution. In a short presentation, the student reveals the history of a bank, the range of banking services, the bank's liquidity in the market and financial performance, the bank's place in the overall ranking of banks. In the following lectures and practical classes, students get acquainted with the peculiarities of accounting in banks, already having information about the state of the banking sector of Ukraine.

Conclusion. Practical introduction of active methods "Flipped Classroom" and "Tutorial" in the conditions of distance learning promotes better mastering and mastering of material by students. These methods activate the cognitive activity of students, while interested and activating the attention of classmates in the presentation of prepared materials. Moreover, the use of blended

learning technologies forms the foundation for mastering the fundamental theoretical and methodological aspects, which together form the appropriate level of knowledge. This approach to learning improves the quality of educational services, interests students and promotes the development of their individuality and creative thinking. The use of active teaching methods "Flipped Classroom" and "Tutorial" in teaching the disciplines "Accounting", "Management Accounting", "Accounting in Banks" contributes to a comprehensive mastery of their theoretical and methodological aspects based not only on online resources, but due to the preliminary independent processing of the relevant material.

Prospects for further research. It is important to justify the features of the key areas for implementing "Digital storytelling" in Ukraine's higher education under the post-war recovery of the national economy conditions as a whole.

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