

## TEACHING TYPES IN INNOVATION PROCESSES OF EDUCATION

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**Abstract:** *Innovation processes in education must be seen in its complex social conditioning. This implies: correspondence education system complex vital social needs; internal consistency of its parts, and evaluation of the Company, each of the structural elements; education focus on the progressive development of society; that young people need in education, its social orientation.*

**Keywords:** *Higher education, innovation, science, students, the modern concept.*

In common parlance, the term innovation refers to the introduction of a new idea, method, or device. From a management perspective, Peter Duckier suggested that innovation is a “change that creates a new dimension of performance” (Hesselbein, Goldsmith, and Somerville, 2002, p. xi), and from an institutional perspective, as put forth by the U.K. Department of Trade and Industry, innovation is the successful exploitation of new ideas. The same range of meanings applies in higher education, where innovation can refer simply to some new way of doing things, or a change that improves administrative or scholarly performance, or a transformational experience based on a new way of thinking. Today’s higher education administrators, who must balance the fiscal pressures of running a large organization influenced by external forces such as rankings and increased competition for students and faculty and internal stresses produced by boards and accrediting agencies who are demanding more transparency, accountability, and tangible evidence of success, are best served by seeking continued innovation in curricular programs, delivery mechanisms, support services, and operations. In this volume, we have presented ideas for new ways of conducting business within the context of higher education. These, and more, are crucial to the continued success of institutions of higher learning.

Innovation can offer flexibility to enable institutions to adapt more readily in a constantly changing environment, a means by which colleges and universities can address concerns typically associated with mature enterprises, tools to ease increasing cost pressures, and efficiency gains through better operations and better matching of resources and requirements.

Innovation is defined as “the process of making changes to something established by introducing something new.” It applies to “...radical or incremental changes to products, processes or services.” Over the years there have been many changes in the way education is designed and delivered in parts of the world.

The modern concept of "education" is associated with the interpretation of such terms as "learning", "education", "education", "development". However, before the word "education" became associated with education, it had a wider meaning. Considering the dictionary meaning, the term "education" as a noun from the verb "form" in the sense of "create", "shape" or "develop" something new. Create a new innovation is a is.

The main criterion of innovation novelty acts having equal treatment as to the assessment of scientific educational research and advanced pedagogical experience.

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In terms of socio-economic crisis changed the place of higher education in the system of values in life Russian students focus on specialty and forms of education, installing the future professional activities. Education is becoming a pragmatic value. Priority among universities now young people is given to economic, legal, humanitarian. At that dominates the desire to get an education as possible, good timing to take the most favorable place in the material sense.

The challenges facing contemporary education, provoked by the attitude to it for a number of decades. The situation today requires consideration of the young person, the account in the process of training and education, and individual personality characteristics and abilities, the optimal ratio of the spiritual and technocratic started. In search of a new paradigm of education innovation processes are the only sources of the education system. An important indicator of the quality of education is to appeal to spirituality, universal values, the wealth of the

world culture. Humanization of education (including higher education and vocational) became socially necessary in the present conditions.

Innovation processes should be carried out today in all educational institutions. New types of educational institutions, management systems, new technologies and techniques - a manifestation of the huge potential of innovation processes. Competent and thoughtful their implementation contributes to the deepening in it for positive change.

Innovation for 'Learner-Centered' Education .How can innovation and technology offset the barriers of access and mobility that has been a deterrent to education in many parts of the developing world?

With the emergence of smart phones, eBook readers, 'Podcasts' and 'Vodcasts,' Internet and low-cost computers, as well as solar electricity, cell phone access, and other technologies, comes the opportunity to provide education to assist individuals and communities in places under-served by traditional educational institutes. Technology and other innovations enable educational design and delivery to be adapted to the needs and environment of students enrolled in Open and Distance learning (ODL) and traditional educational programs. Thus, technology can also help programs shift to a 'learner-centered' approach to education.

In an environment in which the postal system is slow or unreliable, traditional ODL can face challenges in program delivery. Today Internet and email has enabled changes in the design and delivery of ODL in many parts of the world. What technologies are accessible for learners in developing countries? In many places, cell phones are in very widespread use, and text messaging is popular for work and personal communications, yet few institutions have adopted this tool. How can instructors and institutes more closely match their educational design and delivery with the technologies to which learners have regular access?

Keeping Abreast of Technological Change. "Although technology should not drive our teaching, technology does drive change".

Today, educators have the challenge of monitoring changes in technologies, determining if they apply to learners living in 'the real world,' and seeking ways to use technologies to complement and support instructional methodologies and practices.

The opportunities are immense, but there are also technological limitations in many parts of developing countries. Barriers to technological innovations for supporting education include inadequate telecommunications bandwidth, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

Innovation for Education for Development - the challenge of closing the ever-widening gap between the haves and have-nots may rest with the willingness of the education community to view education from a new perspective —and to innovate. This may include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service strategies that do not rely on technology. It may require a shift in focus, to target educational and training programs to align more closely with what people identify as their most urgent needs.

Providing education in new and unconventional ways is only one of a number of solutions, but it is through innovation that we can meet the challenges of improved efficiencies, lower costs, increasing accessibility, and greater success in achieving development goals through education.

## **ПРОЕКТУВАННЯ СИСТЕМИ САМОКОНТРОЛЯ ЗНАТЬ УЧНІВ З ВИКОРИСТАННЯМ НОВИХ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ**

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*Анотація:* У статті розкривається роль і значення не тільки інформаційних технологій в освітньому просторі як психолого-педагогічно обґрунтована форма залучення учнів в освітній процес, але і компетентність сучасних педагогів в даному питанні. Автор приділяє особливу увагу підвищенню рівня компетентності співробітників освітніх організацій.

**Зміст наукової роботи.** XXI століття - століття інформаційних технологій. Комп'ютери, різні гаджети, віртуальний простір мережі «Інтернет» вже міцно увійшли в усі сфери життя сучасного суспільства. Можна як завгодно ставитися до цієї тенденції (позитивно, нейтрально або негативно), але заперечувати той факт, що інформаційні технології стали невід'ємною частиною всіх сфер життя сучасного суспільства - неможливо.