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Peculiarities of Using Innovation Pedagogical Technologies in the Professional Training of Future Specialists of Service Sector

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Особливості застосування інноваційних педагогічних технологій у фаховій підготовці майбутніх фахівців сфери обслуговування

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Abstract

The article deals with the importance and advantage of using innovation pedagogical technologies in professional preparation of future specialists of service sector that provides the development of professional, creative competencies and

stimulates the future specialists' need in self-education. It is emphasized that, thanks to the use of innovative technologies, the forms of modern lectures and practical classes are expanded and diversified: the quality of presentation of the material and efficiency of its assimilation are improved, the skills of informational and communicative interaction are formed, the worldview of students expands, and motivation for the chosen profession increases. **The purpose** of the article is to define the specific features of the application of innovative pedagogical technologies in the professional training of future specialists of the service sector in higher education institutions. The following **methods** have been used in the research as analysis, synthesis, systematization of the psychological and pedagogical literature, generalization. **Results.** The scientific and pedagogical analysis of literatures has allowed the author to specify the following peculiarities of innovation pedagogical technologies: 1) the personality of a teacher or an organizer of the educational process is leading, but this changes its position in relation to the student and to himself/herself; 2) the teacher appears not only as a carrier of knowledge and information, norms and traditions, but contributes of formation and development of student's personality. The research results may contribute to optimization and improvements of teaching in the establishments of higher education by means of innovation pedagogical technologies.

Conclusion. Among a wide range of innovation pedagogical technologies of the most significant for preparation of future service sector specialist are personally-oriented technologies, technologies of project and problem teaching, information-communicative, interactive technologies. The study of professional disciplines with using of problem style of learning of teaching material, conducting independent researches, the result of which is creation of training projects on actual themes, allow to increase cognitive interest, induce of students as future service sector specialists to active acquisition of professional knowledge, skills, develop mental abilities, creation of strong

base for deep professional preparation of future service sector specialists.

Key words: innovation pedagogical technologies, professional training, future specialists, service sector, training, professional activity, innovation educational environment.

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Introduction

The responsibility of Ukrainian higher education institutions for the results of educational activities is being

strengthened in the process of European integration and adaptation of the Ukrainian educational system into the standards of the European Union. The new realities of modern times, the integration of the young democratic state into the world educational space require the creation of a new system of education, which has, on the one hand, national features, and, on the other, compliance with international criteria and requirements. Integration of Ukrainian higher education into the European and world educational space is impossible without changing the educational process, transitioning from traditional to innovative vector of learning.

In the conditions of high dynamism of development of science and education, fast updating of knowledge system such educational tasks are at the forefront: the content revision, teaching forms and methods, value orientation of higher education on the student's personality, introduction of innovative pedagogical technologies of education which would provide high quality of training at higher education institutions.

Today an innovation is an important characteristic of a society that makes it competitive. Due to the innovative development of the state by educational means, the ideals of social well-being and prosperity can be achieved. It shows that education must prepare specialists who are capable of creating a future society. In such conditions, it is important to supplement a new generation of teachers who are capable of innovation.

The current period of the education system reform in Ukraine is characterized by the search for new forms, methods and means of education, learners absorb the knowledge and skills due to their active and conscious education activities. The main goal of modern education is the formation of an educational environment which is focused on the holistic development of future specialists who are able to respond to social processes changes flexibly, design their own educational trajectory, and take responsibility for educational results.

Bearing in mind the requirements of the present, the future specialists of the service sector must have a high professional culture, organizational and educational skills, be fluent in a foreign language, take the initiative, be responsible, have a motivation for self-improvement, self-education and introduce innovations.

Currently, the achievements in the field of presentation of educational material are the most impressive; they relate to the cycle of general preparation of the curriculum of the educational and professional program «Vocational Education (Service Sector)». The use of information and communication technologies (ICT) is an essential component of the development of modern education and science. It is possible to consider the use of computer technologies in the study of natural sciences and geography as an example of the implementation of interdisciplinary study in higher education institutions.

Today there are more questions than answers and solutions on the theme of the use of computer technology by teachers. However, the use of Internet technologies during educational activities significantly increases the motivation of learning among students, really helps to implement modern pedagogical technologies, personally-oriented education, project method, development of an integrative approach, training in activities.

The article is aimed at identifying the specific features of the application of innovative pedagogical technologies in the professional training of future specialists of the service sector in higher education institutions.

Materials and methods

The psychological and pedagogical problems of educational activity based on innovative pedagogical technologies is the subject of scientific search of many researchers at different times (V. Bepalko, H. Vasianovych, L. Vashchenko, S. Honcharenko, V. Zhuravskiy, M. Yevtukh, V. Kremen). The study of new innovative pedagogical technologies is presented in PhD theses, monographs, and

pedagogical journals of Ukrainian and foreign scientists. Thus, general issues of the use of innovative pedagogical technologies are presented in the scientific works of such researchers as A. Aleksyuk, I. Bohdanov, M. Zhaldak, L. Kartoshev, N. Petrov. The theoretical and didactic aspects of educational technologies have already been sufficiently developed and highlighted in the scientific works of M. Bashmakov, V. Bezpalko, L. Burkova, V. Lozova, H. Selevko and others Ukrainian and foreign scientists.

In the paper research the following methods have been used: analysis, synthesis, systematization of psychological and pedagogical literature, generalization.

Results and discussion

Public and social tendencies of Ukraine's development in the movement of its innovation policy require the deployment of innovative pedagogical technologies in pedagogical practice, which is characterized by finding ways to improve the educational process to train specialists. A systematic approach to the analysis of the general cultural and professional training of future specialists of the service sector determines the necessity of unity of all components of this process, recognition of continuous intellectual, creative and professional development of all individual's lives.

Education innovatics define norms, characterize the connection between the theory and practice of educational activity, characteristic for innovative transformations, and organically transform the processes of creation and implementation of innovations in practice. «The main components of educational innovation, revealing its essence, are: a) the theory of creation of innovations in the education system; b) the methodology of perception, assessment and interpretation of new in sociology, didactics, psychology, pedagogy, management; c) technology and experience of practical application of educational innovations (Alokhina, 2014)».

Innovations in higher education include: a) creation of an

electronic database of innovations in higher education, organization of research (fundamental and applied) and educational and methodological work on vocational education; b) study, generalization and dissemination of the best Ukrainian, European and world experience in this field; c) organization and holding of on-line conferences, seminars and training courses on innovative methods of teaching humanities for the professional community.

Personal-oriented technologies, technologies of project and problem-oriented training, information and interactive technologies are the most important for the training of future specialists among the innovative pedagogical technologies.

An example of it is the establishment of a centre of new educational pedagogical technologies, scientific and educational information network with significant intellectual content database on various fields of science and education, electronic library, system of search work in virtual scientific and educational laboratories, realization of multiservice information processing (Moodle, Teams) at Hryhorii Skovoroda University in Pereiaslav.

There is automation of the educational process management with the help of special information and communication technologies among the priority activities of our university. The information structure of the university is based on local computer and telecommunication networks, the Univers-TV educational television studio, the library and information center, center of test technologies, Internet sites, etc. A computer-oriented educational environment based on Moodle has been created at the university due to information technology. Innovative Educational Environment Model offers a wide range of opportunities to fully support the learning process, a variety of ways of presenting learning material, testing knowledge and monitoring the success of specialists in the service sector. Moodle users have access to electronic resources: working curricula, lecture texts, guidelines for seminars, practical and laboratory work, manuals, recommended literature, list of test questions, a list of abstracts, individual work on subjects.

To work with any resource, it is enough for students to enter the Moodle system under personal login and password, find the necessary learning course, and open (download) the required resource. Registered users can only be the students of Hryhoriï Skovoroda University in Pereiaslav. During user registration, the student is identified by the electronic database of the university information system. The organization of independent work of students is also carried out with the Moodle. There is a system of teaching tools, teaching materials, recommended literature, teacher's tasks and instructions to complete the students' tasks of independent work in the Moodle. They are available for download and review. The higher education institution has adopted an electronic test form for monitoring the quality of the educational process, which allows systematic and continuous monitoring of the educational activity of each student, getting rid of assessing students' knowledge subjectivity.

New directions in the distance learning Internet platforms, «cloud technologies» have become common. They help implement a person-centered approach to learning, provide individualization and differentiation of learning, based on students' abilities, their level of language proficiency, inclinations and preferences, and encourage the search for new forms of educational activity. Internet resources contain a huge amount of factual and illustrative material. They presented more interesting information than paper. It allows increasing the number of practical and creative search work.

Quite productive theoretical constructions are developed in pedagogy. They allow determining the essence, content, peculiarities of application of innovative pedagogical technologies of education. At the same time, it cannot be stated that the main system-creating characteristics of this process have been fully studied. Today the task of rethinking the substantive and procedural aspects of the introduction of modern learning technologies, taking into account characteristics of teaching certain subjects, remains relevant.

According to this, we define that the purpose of this section is to analyze the concept of «innovative pedagogical learning technologies», to identify its content, features of implementation during the training of future specialists in the service sector. Therefore, first of all, let's consider the essential features of innovative pedagogical technologies.

The analysis of the concept of «pedagogical technologies» has shown that this phenomenon is a multidimensional, complex and integrated process. According to O. Piekhota there are three aspects in the concept of «pedagogical technology»:

- «scientific: pedagogical technology is a part of pedagogical science, studying and developing the purpose, content and methods of teaching and planning pedagogical processes, namely technology is a scientifically developed solution to a certain problem, based on the achievements of pedagogical theory and best practices;

- procedural-descriptive: description (algorithm) of the process, a set of goals, content, methods and tools to achieve expected learning results, namely technology is a model, description of goals, content, methods and tools, algorithms used to achieve planned results;

- procedural-effective: implementation of technological (pedagogical) process, functioning of all personal, instrumental and methodological pedagogical tools, namely technology is the process of activity, sequence and mode of functioning and change of all its components, including objects and subjects of activity» (Piekhota, 2001).

Today, the intensity of education is reaching a critical level; people should constantly expand their knowledge, and their volume is growing rapidly. Therefore, there is a need to improve the educational process, the introduction of technologies that will release and develop the creative abilities of students and optimize the process of learning and accumulation of knowledge. In this case, the need for innovative pedagogical learning technologies is discussed (Dubaseniuk, 2006).

Any modern pedagogical technology is a synthesis of the achievements of pedagogical science and practice, a combination of traditional elements of past experience and elements created by social progress, humanization and democratization of society. Its sources and components are:

- social change and new pedagogical thinking;
- pedagogical, psychological, social and technical sciences;
- advanced pedagogical experience;
- technical progress achieves;
- Ukrainian, foreign and previous experience;
- folk pedagogy (ethno pedagogy).

Today, among the main conceptual bases of the educational process, the methodological reorientation of educational systems from the informational aspects of learning to the development of the student's personality is emphasized. (Nikolaienko, 2008). Therefore, today the general features of modern learning technologies in higher education institutions can be formulated as follows:

1. Focus on new methodological principles, modern didactic principles and psychological and pedagogical theories that develop the ideas of the activity approach to learning, reveal the mechanisms of knowledge digestion.
2. Comprehensive development of the students' personality, education of critical intellectuals who are able to harmoniously develop their relations with nature and society; ensuring the productivity of reproduction of information, as well as the development of creativity by increasing the content and structure of information, qualitative change of the motivational component of training.
3. Achievement of a number of results in the process of educational and cognitive activities, including: completion at this stage of socialization of the individual (student) by self-determination, the ability to determine directions and methods of self-realization in the surrounding socio-cultural environment in the conditions of its technogenic and rapid increase of

informatization; constant effective stimulation of intellectual development, the need for active, purposeful self-education, the formation of appropriate psychological qualities of the individual, which are necessary for a person in an information society; provide professional training and creating conditions for a basic education, the formation of professional skills that allow to effectively integrate into related fields.

4. «Providing basic education, which becomes a tool for scientific competence, focuses on identifying links between various processes and phenomena, a process of human interaction with the environment where people become able to be useful for the society by enrichment of their inner worlds» (Alokhina, 2014).

5. Transforming the traditional teacher-student system of relations, changing the role of the teacher, who should have the role of a mentor. An important condition for the effective application of innovative pedagogical technologies is the ability of teachers, who are assigned this task, to change the emphasis in teaching methods, and their readiness for activities based on new principles. Because the success of pedagogical activity will depend on the psychological readiness of the teacher to accept the «new» and convince of the correctness of the chosen activity.

6. Increased use of computer technology as a source of significant improvement in the educational process (computer technology), as well as the science-based use of computer tools for the creation of information and control systems.

7. Increasing the importance of independent work of future specialists in the service sector using modern teaching aids. The educational process that meets modern requirements, cannot be imagined without the systematic independent work of students with electronic databases (electronic handbooks, programmable developments, electronic versions of lectures, development of practical and laboratory works). Modern multimedia tools allow to create not only electronic lectures (text documents for reading from a computer screen, similar to paper), but also manuals with

hyperlinks, which allows to view illustrations, models of phenomena and devices in dynamics, and make calculations.

The use of computers increases the efficiency of independent work of students if they are provided with modern, powerful computers and appropriate software products.

Independent work with electronic manuals involves the use of a common database, which, on the one hand, contributes to the development of a culture of teamwork, and on the other, requires a conscious, responsible attitude and the correct use of the common environment.

Students, who systematically work with the computer independently, learn to select, organize information, draw conclusions, and quick adapt to new conditions.

8. The growth of higher education institutions professional focus involves the optimization and harmonization of the process of transforming a student into an excellent specialist. Its process is a fundamental training based on the latest scientific achievements and interdisciplinary integration.

9. Orientation of education technologies to the market of educational services with high competition, the view of education as an economic process involving investment of funds and production of educational products.

Accordingly, the quality of educational services as a commodity will be significantly increased, which will necessitate a change in the structure and distribution of study time. The content of education should be focused on the development of students' creative abilities; their level will be determined by the professionalism of the employee.

Thus, the use of innovative technologies by teachers is possible if the following pedagogical requirements are met:

- formation of a new style of management, a new personal position of the teacher and a new content of the organization of the educational process;
 - formation of a new type of analytical and at the same time project-constructive thinking, which helps to present a picture of the educational situation all its components in the dynamics;
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– formation of a new dialogue style of communicative and intellectual activity, new ways of social interpersonal interaction, aimed at joint creation projects and programs (their reorganization during the implementation) and ensuring the functioning and interaction of all components of the educational situation.

Conclusions

Taking into account the achievements of scientists and our own experience, we have determined that personality-oriented technologies, technologies of project and problem-based learning, information and communication and interactive technologies are the most important among a wide range of innovative pedagogical technologies for professional preparation of future specialists of the service sector. After all, the study of professional disciplines using the problematic style of presentation of educational material, the conduct of independent scientific research, the result of which is the creation of educational projects on current topics, allow to increase cognitive interest, encourage students as future specialists in the service sector to actively acquire professional knowledge and skills, develop mental abilities, provide a firm foundation for training of future specialists in the service sector.

During teaching attention should be paid to the popularization of professional innovation, demonstrate the interrelationship of personal and professional development, ensure the promotion of all manifestations of innovative behavior, actively use a variety of creative tasks, non-traditional forms and methods of teaching, to teach students purposefulness, systematic training activities, critical analysis of the achieved results, generation of innovative ideas, expression of own opinion on any issues, etc.

Perspectives for further research. The results of the study can contribute to the optimization and improvement of teaching in higher education institutions by innovative pedagogical technologies.

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Лукашевич Ю.І.

Особливості застосування інноваційних педагогічних технологій у фаховій підготовці майбутніх фахівців сфери обслуговування

Анотація

У статті йде мова про важливість та переваги застосування інноваційних педагогічних технологій у фаховій підготовці майбутніх фахівців сфери обслуговування, що забезпечує розвиток професійних, творчих компетенцій та стимулює потребу майбутнього фахівця у самоосвіті. Акцентовано увагу, що завдяки використанню інноваційних технологій розширюється та урізноманітнюється форми сучасного лекційного та практичного заняття: поліпшується якість подання матеріалу, ефективність його засвоєння, формуються навички інформаційної та комунікативної взаємодії, розширюється світогляд студентів, підвищується мотивація до обраного фаху.

Аргументовано що трансформується традиційна система відносин викладач-здобувач, змінюється роль викладача, який має виконувати роль наставника. Зазначено, що важливою умовою ефективного застосування інноваційних педагогічних технологій є здатність викладачів, на яких покладається це завдання, змінити акценти в методиці викладання, їх готовність до видів діяльності, що базується на нових засадах. Адже від психологічної готовності викладача прийняти «нове», сприйняти його і бути переконаним у правильності обраного шляху значною мірою залежить успіх педагогічної діяльності.

Доведено що у процесі викладання слід приділяти увагу популяризації фахової інноваційної діяльності, демонструвати взаємозв'язок особистісного та професійного розвитку, забезпечувати заохочення будь-яких проявів інноваційної поведінки, активно використовувати різноманітні творчі завдання, нетрадиційні форми і методи навчання, навчати здобувачів вищої освіти систематичній навчальній діяльності, критичному аналізу досягнутих результатів, генеруванню інноваційних ідей, висловлюванню власної думки з приводу будь-яких питань тощо. Посилене використання інформаційних технологій як джерела суттєвого вдосконалення навчального процесу, а також науково обґрунтоване їх використання є важливим елементом для створення інформаційно-контролюючих систем навчання.

Ключові слова: інноваційні педагогічні технології, фахова підготовка, майбутні фахівці, сфера обслуговування, підготовка, професійна діяльність, інноваційне освітнє середовище.