



Copyright © 2016 by KAD International
All rights reserved.
Published in the Ghana

<http://kadint.net/our-journal.html>

RESEARCH ARTICLE



ISSN 2410-4981

Innovative Forms of Educational Activities and Contemporary Teacher Training in Ukraine and Germany: Comparative Analysis

Oksana Zhernovnykova ^{a, *}, Olha Osova ^b, Olga Mishchenko ^{a, b}

^a Kharkiv National Pedagogical University named after G. S. Skovorody, Kharkiv, Ukraine

^b Kharkiv Humanitarian Pedagogical Academy, Ukraine

Paper Review Summary:

Paper submission: 2016, April 01

Revised paper submission: 2016, July 14

Paper acceptance: 2016, July 15

Paper publication: 2016, August 01

Abstract

The essential characteristics of innovative forms of educational activities in general and their importance in training future teachers are revealed in the article. The authors say; in order for Ukraine to confidently enter the European educational space, it is necessary to take into account the world experience and the tasks of integration of science and technology achievements in education of leading European countries and conduct a comparative analysis of the educational process between Ukraine and the EU countries. So, the comparative characteristics of the usage of innovative forms of the educational activity in the preparation of future teachers in higher educational establishments of Ukraine and Germany, which, according to the authors, is very important for the formation of the modern pedagogical science, are presented in the article.

Keywords: future teacher, training, innovation, educational activity, Germany, Ukraine.

Introduction

The entry of Ukraine into European and world educational space is an important social problem that requires a serious and multi-faceted theoretical and practical work, a comparative study of models of higher education in foreign countries. The conformity with the intellectual and technological resource of Ukraine to the requirements of economic reforms and tasks of European integration, the development trends in the XXI century and the humanistic perspectives of a teacher personality can be ensured only by taking into account international experience and tasks of integrating achievements of science and technology in education (Ashley, 2005).

In today's rapidly changing requirements to the quality of a future specialist training, the level of education and its influence on personal and professional development of a student largely depends on the effectiveness of implementing innovative forms that shall be justified as appropriate and effective (Sarfo, & Adusei, 2015). The selection of a certain set of learning activities should be based on the standards of the updated educational paradigm in the context of the

* Corresponding author

E-mail addresses: chornousoxana@i.ua (O. Zhernovnykova), osova_olga@mail.ru (O. Osova), olgamishchenko7@gmail.com (O. Mishchenko)

implementation of competence-based and other methodological approaches to integration basis, as well as with a focus on delivering results, the level of functionality which can be measured as the level of the development of professionally significant competences and related competences (Ashley, 2005; Sarfo, & Adusei, 2015).

All these stimulate teachers to search new forms of educational activity and to improve the existing ones that would provide the improvement of the quality of education and guarantee professional growth and constant self-improvement of future teachers.

Innovative forms of educational activities

Innovative forms of studying are non-traditional organization of educational process in class that is characterized by purposeful, systematic and consistent implementation in practice of the original innovative ways, methods, pedagogical techniques and means. The analysis of scientific literature gives reasons to claim that new approaches in pedagogy is not only ideas, approaches, methods, technologies, in which such combinations have not been nominated or have not been used yet, but the set of elements or individual elements of the pedagogical process that have a progressive beginning that can effectively solve the tasks of upbringing and education. Innovative educational technologies which are based on activation and intensification of educational activities. The selection of innovative forms of educational activity is based on the thesis of updated educational paradigm in the context of competence approach (Dychkivska, 2004; Khutorskoy, 2002; Pometun, 2005; Raven, 2002; Rubin, 2005; Shishov, 1999).

Thus, Khutorskoy (2002) identifies competence as a combination of appropriate knowledge and abilities that allow a reasonable examination of this sphere and effectively act on it. It is the result of the acquisition of competencies, including a readiness of a person to mobilize knowledge, skills and external resources for the effective action in a particular situation. Shishov (1999) understands competence as the ability to act on the basis of acquired knowledge. F. Sharipov understands competence as a set of traits (characteristics) of the personality that allow him to fulfill a certain activity directed on the decision of problems (tasks) in any sphere efficiently. According to his point of view, this is what a particular specialist has gained, which characterizes a measure of the development of a competence and is determined by the opportunity to solve problems that were set (Sharipov, 2010).

Rubin (2005) by this term covers a set of competencies. According to Raven (2002), to be competent means to have a set of specific competences of different levels, and the ability and willingness to apply obtained knowledge and skills in solving professional problems become more similar to the meaning of the concept "competence". Concerning educational activity, it is a specific form of transferring and assimilation of social and historical experiences that were acquired over the centuries, a form of human activity (Arydin, & Atanov, 2000). Malafiik (2006) scrutinize the educational process as the close correlation of teaching and learning that is aimed at developing a harmonious personality, with a student and his active educational-cognitive activity in its centre. It can occur provided its organization has well-defined forms.

We believe that according to the form of its proceeding training is a process that occurs as an interaction of "teacher-student", i.e. as a subject-subject interaction. Its peculiarity is that it occurs in the space of the didactic system. According to Malafiik (2006), organizational forms of learning is one of the five elements of this system. The training is aimed at the achievement of certain results, the obtaining of which requires students' active thinking, the demonstration of some efforts and overcoming certain difficulties. At the same time mental activity, independence, persistence, organization and discipline are developed. So training as management of the process of students' learning of social values that were generated by previous generations, have to proceed from a proper understanding of the process of assimilation, which have to include the perception, understanding, memorizing and application.

At the core of the educational process is students' active educational activity, that is, an active and consciously regulated process of human interaction with the world around them. Students' educational activity is closely linked to the teacher's activity and cannot be considered separately from it. In this article, the problem of use of innovative forms of educational activity of students is examined in the correlation of teaching and learning. In our opinion, it is appropriate to concurrently use the concept of "educational activity" with another concept called "educational cognitive activity" since education is a specific learning process. In every lesson, a teacher organizes

students' educational activity according to their degree of involvement in the communication both with a teacher and with each other. External display of such communication and cooperation of subjects of educational process are the forms of students' learning activities: pair work; team work; collective work in the lessons (lectures, seminars, practical work); individual work (individual consultations); self-work that combines individual and collective activities that are carried out both in the lessons and extracurricular.

Based on interpretations of the terms "form", "educational activities" and "organization", for the sort of external expression of the orderly process of transmission of social and historical experience from a teacher to students, we consider that it is reasonable to use in the paper the concept "educational activities", provided that the emphasis will be shifted from the algorithmized use of traditional forms and methods to an elaborate teacher's improvisation – "innovative forms of educational activity". In present conditions of modernization of educational process and updated requirements, the learning outcomes will be revealed through the prism of contiguous concepts: "innovative forms of learning" and "forms of lessons".

Unfortunately, there is not a single and clear interpretation of the definition of the term "innovative forms of educational activities" as a didactic category in modern didactics. It is clear that they are means of implementing of active and conscious interaction of students and teachers, within the framework of which the content and methods of educational process are implemented. The forms of educational activities define how the educational interaction taking into account who, where, when and for what purpose its training should be organized.

The analysis of existing classifications of all "forms" can help to understand the issue of the content of the essence of innovative forms of educational activities in detail. According to one of the most common classifications by Trebyk (2013), the following forms of students' educational activities can be singled out:

1. Individual lessons (tutoring, mentoring, governess, family education, self-education);
2. Collective-group (lessons, lectures, seminars, conferences, competitions, business games, excursions);
3. Individually-collective (immersion, creative weeks, science weeks, projects).

These forms of organization of educational activity, in our view, most accurately determine how the organization of educational activity of future teachers in the class is carried out.

Innovative Forms of Educational Activities in Teachers' Training in Ukraine

The basic innovative forms of educational activities and the forms of their realization in the classrooms in Higher Educational Establishments of Ukraine are discussed below. It is well known that one of the most common forms of educational activities used in Higher Educational Establishments when training future teachers is a game. In the psychological dictionary, game is a form of activity in conventional situations, aimed at restoration and the assimilation of social experience. In the educational process of pedagogical Higher Educational Establishments, the game implements several functions:

- Educational (the development of skills activity);
- Communicative (mastering of communicative skills and culture of communication);
- Psychological (training of physiological and emotional states for more effective activity);
- Developmental (activation of reserve possibilities of harmonious personality development);
- Upbringing (psycho-training and psycho-correction in game models of real-life situations);
- Relaxation (eliminating of emotional stress);
- Entertainment (creation of a positive atmosphere in the classroom).

There are several types of games: active, role-playing, business, computer, didactic. The game, as innovative form of educational activity or as a method of work in class, is especially valuable in the conditions of pedagogical higher educational establishments where future teachers study. This kind of work can help them to adapt more quickly to training and to make the educational process interesting and exciting. A variety of topics can be submitted in the form of a game.

The most popular games that are used in Kharkiv Humanitarian Pedagogical Academy in the process of future teachers training are role-playing games. The mentioned games involve the distribution of roles, processing of information and preparation of material according to the

proposed scenario. It becomes more popular because it produces skills of interpersonal communication (Osova, 2009). Role playing allows participants to understand better the motives of the person whose role is performed, helps to see common mistakes and to choose the right model of behavior in the proposed situation. Role-play intensifies mental work, promotes quick and deep absorption of educational material. The intelligence of the student is revealed, the psychological barrier of communication is overcome in the process of this game. The business (simulation) game that is a simulation of professional practice is rarely used. It serves as a form and method of studying, in which the subject and social content of professional activities are modelled. According to a psychological entity and organization, a business game should be double-natured because it motivates the desire of participants to achieve two types of goals – playing and pedagogical but education role is the leading one. Training is especially popular today in the practice of higher educational establishments in Kharkiv, Kyiv and Poltava. This is a form of active learning, aimed at the assimilation of theoretical knowledge and practical skills, development of necessary skills, identification and proposing ways to overcome typical difficulties through the analysis of particular examples and carrying out group discussion. The term "training" in the English language means studying, upbringing, training, drilling.

Yu. Emelyanov calls it a complex of skills development methods to learning and mastering any kind of activity. S. Makshanov defines training as a multi-purpose method of the persons' psychological phenomena changes for the purpose of harmonization of professional and personal level of a person (Izotova, 2001). The training as a form of active learning is a collective work on a particular subject. It is led, as a rule, by one or two coaches that perform a modulating function in a group process. As practice shows, the issues of personal and professional development are solved more effectively and professional skills are successfully formed in the course of the training. The training allows participants to review previously existing stereotypes consciously and to solve problems successfully.

As a rule, the majority of participants reconsiders or changes their internal settings. They complement their psychological knowledge; they get certain experience of positive attitudes towards themselves, the immediate environment and the world in general. The object of trainings is not physical properties of the person. The aim of trainings is to create new mental structures, motivation and capacity for social interactions that are distinct from the established traditional for the individual. The purpose of training is to solve real problems. It is also directly associated with situations of their future use (mastering, comprehension, analysis, evaluation, comparison with own experience). Training also provides mastering of a new formation or improvement of competence as a means of solving educational tasks, thereby making possible personal and professional creative development of a student.

The discussion of problems and exchange of experiences are implemented in Higher Educational Establishments of Ukraine by holding a "round-table discussions", as a form of public debate or coverage of any questions, when the participants speak in a certain order. In the course of such work, the previously gained knowledge is consolidated, new information is acquired, the skills of solving problems are developed, and a participant acquires skills of culture of leading discussion. Along with this, the professional skills of giving, arguing and defending their beliefs are developed. Review lessons are held, as evidenced by the research, in the form of debates, quizzes, courts, tournaments, conferences, press conferences, auctions, reports, interviews, competitions, presentations, trips etc.

The project that stands both the form and method at the same time takes a special place in the organization of innovative educational activity of students of Higher Educational Establishments of Ukraine (Kharkiv National Pedagogical University named after G. S. Skovoroda, Kharkiv Humanitarian-Pedagogical Academy). It is a set of specific actions, aimed at the creation of the real object, informational product and so on. This is a unique activity that has a beginning and ending and aimed at the creation of a particular special product or service having certain limitations in time and resources, and also taking into account the quality requirements and risk tolerance. A teacher must determine the purpose of the project and to show its relevance. A common task for all participants in the project activity is to prepare a general algorithm of actions, the formulation of conclusions, a description of benchmarks and the determination of the final results. In this case, students collect information, carry out analysis and synthesis, nominate hypotheses, draw conclusions and present them in the public. The projects can be creative, playing,

informational, research. The latter give the opportunity to obtain knowledge, critically evaluate information, to hypothesize, to prove its correctness (Osova, 2012; Zhernovnykova, 2012).

Creative discussion and solution of a particular problem can be embodied in the form of conferences that require the presence of students in the same classroom that are united by a common goal to solve specific theoretical or practical problems. A characteristic feature of a conference is a discussion, and its result is the understanding of the problem. The students' conference aims to develop the knowledge, skills and competences their reinforcement and improvement, deepening and systematization. This is a complex form of generalization of the results of independent educational-cognitive activity of students under the guidance of a teacher. The main objective of educational conferences that are held in Higher Educational Establishments of Ukraine is to cultivate in students the interest to work with additional literature and to develop the ability to work independently with additional sources (articles from newspapers, popular science magazines, books, pamphlets, Internet resources).

The innovative trend of teachers' activity that includes the creation, development and use of pedagogical innovations, is one of the main areas of modern educational policy of Ukraine. It should be mentioned that the strengthening of humanization of educational content, continuous changes in the volume, composition, and introduction of new academic disciplines require the renewal of forms of educational activity. Today, innovation becomes research.

Innovative Forms of Educational Activities in Teachers' Training in Germany

In the context of our study, it was found that, according to German scientists the training of future teachers should be focused on building competence (Germ. kompetenzorientierter Unterricht), namely the activity-based competence (Germ. Handlungskompetenz). Modern scholars of Germany single out the following structural components of the activity-based competence of a future teacher: professional competence, methodological competence, social competence, intercultural competence, media competence and personal competence (Mohsen, 2002).

The use of individual teaching methods is typical for each of the mentioned above structural components. Thus, the methodological competence is developed while using the project method, the method of managing text, presentations, interviews; social competence – group and partner work, during the role-playing or business games, doing self-work; media competence – by means of the use of modern technical means (computer, Internet technologies, hypermedia systems); intercultural competence – verbal, visual, practical methods, using audio-visual means of education and the aforementioned modern technical means. The moments of happiness and joyful experiences, as well as approval and praise promote the development of personal competence. The following teaching methods: a frontal lesson, a partner work, a group work, a role-playing/business game, discussion, student's report, teacher's report are identified. The most effective teaching methods, from the point of view of development of the structural components of activity-based competence, are group work and a role-playing or business game. It should be noted that active learning methods are often used in the preparation of future teachers in Germany. The method of the business game performs the extremely important role in the development of active-based competence of future teachers in the educational process. As Ulrich Blötz notes "the didactic advantage of this method is that the players become part of the educational process, having proper motivation support and showing interest in the game" (Blötz, 2001, p.13).

The use of Internet technologies promotes the development of media competence during the business game. Business games are used as an additional form of traditional educational methods (lecture, seminar), in the context of experimental research methods (the study of the participants' behavior in certain circumstances, analysis of the impact of made decisions on all participants in the game), as well as a planning method in the future teachers training. Other innovative methods of organization of learning activities, oriented towards the development of activity-based competence include: role-playing game, brainstorming, group work, moderation, method of managing text, experiment, project and training.

From the point of view of the Federal Institute for Vocational Education staff, the principle of absolute action is realized while using the method of managing text. It consists of the following six steps:

1. Information – processing of test questions;

2. Planning – development of written work plans;
3. Making a decision – the discussion of the working plan with a teacher and answer the main questions;
4. Execution – implementation of practical tasks;
5. Control – self-control, outside control with the help of checklists;
6. Summing up – discussion of the results and opportunities to avoid mistakes in the future (Koch, & Selka, 1991, p. 43).

While using this method, the teacher's role focuses on activity that stimulates students, namely on test questions and discussion of intermediate results, as well as support throughout the whole educational process. For the purpose of enhancing students' learning and cognitive activity in class, teachers of Higher Educational Establishments in Germany use the method of "moderation". It can be used when solving problems in the group. Each group member can contribute to problem solving, expressing ideas and demonstrating knowledge. Thus, students develop competence in solving problems and at the same time learn to take responsibility for the results.

You need to have a pin board, markers, cards, magnetic buttons or ribbon for carrying out the method. Colours and shapes of cards reflect structural elements: stripes are always used for headings and key questions/tasks, cards in the shape of clouds are used for spontaneous ideas or provocative assertions, the oval cards are used for subheadings. The results of the solution of a problem/task are attached to a separate pin board, which remains in the class up to the end of the lesson, and which can be accessed every time. While using this method, the teacher performs the role of an advisor, who does not comment on the students' responses but interferes in the work of the team in case of any obstacles during the exercise. The educational process can be easily traced thanks to visualization of all results. Thus, this method is interactive and process-oriented due to:

- Visualization / recording of results on a pinboard;
- Separate boards for each topic/task;
- Flexibility because of the ability to change the location of the cards/inputs.

The method of moderation is usually used when presenting a new topic and the results of a team work. Also, this method can be a part of the preparation of written presentations because it helps to find the structure, arguments "for" and "against", makes vocabulary technical terms and idioms available for each participant, and encourages students to participate in discussions.

The experience of Higher Educational Establishments of Germany shows that the advantages of this method are the following:

- Students who are shy participate in class, having the time to record their opinions on the card, thus making a contribution to the educational process;
- The attention focuses on students and their educational process.

One of the interesting innovative methods used by teachers in Germany is a "mind map". It is a so-called chart which is used to represent words, ideas, tasks that are interconnected and arranged radially around a key word or idea. It is used both to generate, visualize, structure, classify ideas and as an aid in studying and organizing material, while solving problems, making decisions. The chart represents semantic or other connections between portions of information. The chart elements are arranged intuitively according to the importance of the concept and organized in groups, divisions and zones.

The teachers use this method to explain concepts in innovative way. Students also use this method frequently to record lectures. Mind maps are made quickly and are easy to remember because of their visual quality.

Conclusion

Based on the comparative analysis of the experience of implementing innovative forms of educational activity in the preparation of future teachers in Ukraine and Germany, the following conclusions can be drawn:

A variety of innovative educational activities in both countries in all its manifestations is multiplied and grows. However, it should be noted that the role of educational cooperation, which is based on such forms of work as brainstorming, role play and so forth grows.

Scientists of Ukraine and Germany agree that the selection of innovative forms of educational activity in the preparation of future teachers is based on competence approach, but the German teachers single out professional competence, methodical competence, social competence, intercultural competence, media competence and personal competence.

After analyzing innovative forms of learning that are used in the preparation of future teachers in both countries, we can note that they have a positive impact on the ability of future teachers to generate, structure and classify ideas, to collect and analyze information, prepare alternative solutions, to communicate effectively with partners to solve problems. That is, it can be concluded that the presented methods of learning are the reasons of the development of professional competence of future teachers.

In our opinion, the research of German teachers' experiences of use of innovative forms of learning with the aim of developing activity-based competence of future teachers is very useful and can be applied in the preparation of native specialists.

There is a focus on subject learning, personal and practice-oriented approaches to the organization of professional training of teachers in the system of professional training of future teachers in Germany. These approaches provide an opportunity to create the most favourable conditions for the development and disclosure of student's abilities, taking into account his psychophysiological peculiarities. Active, creative teaching methods, research, problem and project methods, discussions, business games, providing free, independent educational-research work of students have the particular importance from the point of view of the personal and practice-oriented approaches.

In this context, the experience of German colleagues in the organization of educational-cognitive activity of students, the main priorities which are based on the principles of personal and practice-oriented approaches is of a great interest to the Ukrainian system of future teachers' training, where a student often stands as a passive product of the pedagogical influences, and traditional methods of organization of educational process are dominated.

References

- Sarfo, J. O., & Adusei, H. (2015). Is "one-teacher-to-all-subjects" enough? Ghana's public primary school system on a slippery slope. *Journal of Advocacy, Research and Education*, 3(2), 146-155.
- Ashley, M. (2005). Can one teacher know enough to teach year six everything? Lessons from Steiner-Waldorf Pedagogy. A paper presented at the *British Educational Research Association Annual Conference*, University of Glamorgan, 14th – 17th September.
- Dychkivska, I. M. (2004). *Innovative pedagogical technologies: textbook*. Academ. Pub.
- Pometun, O. (2005). Development of civil competence of students youth. Proceedings from the *Scientific-Practical Conference*, Opening of the European year of Civil Education in Kharkiv, Ukraine, February, 8 – 9, 2005.
- Raven, J. (2002). *Competence in modern society: Identification, development and implementation*. Translated from English under the editorship of V. I. Belopolsky. M.: Cognito Center, p. 396.
- Rubin, Y. [Ed.] (2005). *Globalization of education: Competence and credit system*. M.: Market DS Corporation, p. 490.
- Khutorskoy, A. V. (2002). *Key competences as a component of personal-oriented paradigm of education. Student in secondary school*. M.: IOSO RAO, p. 135 – 157.
- Shishov, S. E. (1999). Concept of competence in the context of quality of education. *Standards and Monitoring in Education*, 2, 30 – 34.
- Sharipov, F. V. (2010). Professional competence of a university teacher. *Higher Education Today*, 1, 72 – 77.
- Arydin, V. M., & Atanov, G. A. (2000). *Educational activity of students: Reference book*. Donetsk, p. 270.
- Malafiik, I. V. (2006). *Didactics: Textbook*. K.: Condor, p. 398.
- Trebyk, O. (2013). Forms of organization of education: from past to future. *Mathematics in the Modern School*, 1, 34 – 39.
- Izotova, L. I. (2001). Socio-psychological training as a means of teaching students. *Postmethodology*, 5–6, 85 – 88.

Osova O. O. (2009). Role-play as a method of efficient organization of educational-cognitive activity of students in the foreign language lessons: Materials of inter-universities science-practical. Conference presentation at *Creative Development of Personality – The Key to Success of an Individual in the Context of Internationalization of Education*, Kharkiv, May 21, 2009. Kharkiv: Kharkiv Humanitarian-Pedagogical Institute, p. 171 –175.

Zhernovnykova, O. A. (2012). Use of project method in the study of elementary mathematics by students of pedagogical higher educational establishments. In I. F. Prokopenko and V. I. Lozovaya (Ed.), *Pedagogy and psychology: the collection of scientific works*. №1, Vol. 42. Kharkov: Digital publish house, p. 81 – 87.

Osova, O. O. (2012). Implementation of project method in organization of students' self-work in the foreign language lessons in pedagogical higher educational establishment. *Problems of Modern Pedagogical Education*, 35(Part I), 121 – 126.

Mohsen, F. (2002). Internetbasierte Lehr. Lernmethoden für die wirtschaftswissenschaftliche Hochschulausbildung. Konzeption und prototypische Implementierung am Beispiel eines Planspiels. Dissertation zur Erlangung des wirtschaftswissenschaftlichen Doktorgrades der wirtschaftswissenschaftlichen Fakultät der *Universität Göttingen*, Göttingen.

Blotz, U. (2001). *Grundzüge einer Planspiele – Didaktik*. Planspiele in der beruflichen Bildung. Abriss zur Auswahl. Konzeptionierung und Anwendung von Planspielen. Bielefeld.

Koch, J., & Selka, R. (1991). *Leittexte – ein Weg zu selbständigen lernen*. Teilnehmerunterlagen. Bundesinstitut für Berufsbildung. Der Generalsekretär. Berlin. Auflage.