

I Міжнародна науково-практична конференція

**«КОНКУРЕНТОСПРОМОЖНІСТЬ
ВИЩОЇ ОСВІТИ УКРАЇНИ
В УМОВАХ ІНФОРМАЦІЙНОГО
СУСПІЛЬСТВА»**

9 листопада 2018 року

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**«COMPETITIVENESS OF HIGHER EDUCATION OF UKRANE
IN THE CONDITIONS OF INFORMATION SOCIETY»**

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MODERN APPROACHES AND INNOVATIVE METHODS OF STUDY IN HIGHER EDUCATIONAL ESTABLISHMENTS

The idea that learning methods can be changed and improved is not a new thought; it stretches a long way back in time [3] [6].

Learning is traditionally understood as the process of transmitting, for memorizing and adapting knowledge that the ruling elite defines as important and non-threatening to the establishment and to preserve cultural and religious values in the society. Anyhow, there is another aspect to the learning process, and that is cost efficiency. The traditional educational system is characterized by as much information to as many individuals for as less expenses as possible, considering time is money.

Why education? The main purpose is to train the farmer, the worker and the capitalist proficiency in their skills, to preserve the culture and religion, everything within the framework of a static production where individual life and societal structure are predictable. For the vast majority of the students, preparation for application for jobs and obtaining jobs by thereby covering own living expenses and income tax payments to the government are of the highest value behind the modern higher education worldwide. The aim is not to change anything, but to keep everything in place.

Traditional education is all about what we already know and what we already can do on the national level. Even thou education is a competitive factor in warfare and is being used as a political tool in comparison and propaganda within and between nations; its function is still on the static level.

Examination in the education industry is simply to let the student retell what the professor has communicated during lectures based on written texts and information in general. The more precise and accurate the student recapitulates the curriculum the higher the marks. The purpose of the examination form and intension is obvious, to justify the separation of individuals as labor input factor in the production function.

The higher education establishment's primary function is to identify and control those individuals who can contribute to preserve the conservative and predictable values of the society and production in the static economy. This function is significant, because we live in a static world. Even thou we can see changes in everyday life, changes that are impressive to some, but not to others, they are mostly the result of the long-term changes inherent in the natural and nature based development of the static economy.

Every society is regulated based on static principles and production; doing the same operations the same way every time and every day until the signal of change is received. Learning methods in higher educational establishments are also changeable based on the long-term changes, but without changing the main purpose of the education; to keep everything in place. Using new technology has always been done in the education industry throughout the centuries. It is not surprisingly that computers, the Internet, social media, distance learning by interactive classes and exchange, international and national internship etc. are considered modern approaches and innovative methods in our time. However, all of that is only the results of long-term changes and represent nothing else than a static approach to the culture of production.

A completely different philosophy as approach to higher education is to consider education not as preparations for life, but as life itself [1]. In this context, education becomes a democratic value. Everyone should have access to higher education based on their own needs, wants, and hopes for future happiness and potential in life, not necessarily in combination with obtaining a job for economic reasons and income tax contribution.

Education should therefore be scientifically based: "scientific method is the only authentic means at our command for getting at the significance of our everyday experiences of the world in

which we live in” [2; 88]. International and independent science as well as scientifically based observations of the world we live in point to the fact that innovation develops and maintains democracy worldwide [5].

Innovations, which is a spontaneous change in the pattern of production shift technology to a higher level by the new combinations of land and labor as input factors in the production function [7]. The carrying out of the new combinations is undertaken by single individuals in complete control of the production function and ownership to the entrepreneurial profit, which is the proof that an innovation has taken place, and cannot be done by any group of people, like the board of directors, a committee or any other groups, formal or informal. For this reason, it is unlikely to believe that the higher educational establishments by themselves can be innovative according to the scientific meaning of the word innovation.

For the education industry, it is only a question of adaptation of innovative learning methods. Higher educational establishments are implementing innovations, which are exogenous to them, which means they are using the innovations as adaptors.

Based on the analyses of static, non-innovative learning methods and dynamic innovative learning methods two conditions are used for the separation between educators and students; wage and profit [4]. Wage and profit are monetary factors behind the motivations. Wage indicates that the person, the student or the professor is oriented towards a job (static mindset), while profit indicates creativity (innovative, dynamic mindset). Static, non-innovative learning methods are in operation when both professors and students are characterized by wage earner mindset, likewise innovative, dynamic learning methods are in operation when both are characterized by profit.

Beyond the traditional adaptation process, higher educational establishments can engage in cooperation or partnership with external higher educational players that are not a part of the educational industry. Educators and scientifically based institutes can implement dynamic innovative learning methods to students in higher educational establishments. This will represent a rewarding development in the traditional static educational system, but only when the innovative dynamic learning methods are implemented between professors and students with dynamic mindsets, otherwise it is a vast of opportunities and resources.

Education in innovation and entrepreneurship is especially relevant for innovative dynamic learning methods. The education must be scientifically based; there will never be any space for propaganda or political approaches like governmental funding schemes, unemployment programs or gender equality topics.

No higher educational establishment is able to create entrepreneurs and it should of course not be the goal of any governmental controlled or private education either because entrepreneurs create themselves.

How the learning methods and the scientific truth is being worked out in the dynamic process of learning is an individual and personal matter for the educator. “Adaptation of the method to individuals of various degrees of maturity is a problem for the educator, and the constant factors in the problem are the formation of ideas, acting upon ideas, observation of the conditions which result, and organization of facts and ideas of future use. Neither the ideas, nor the activities, nor the observations, nor the organization are the same for a person six years old as they are for one twelve or eighteen years old, to say nothing of the adult scientist [2; 88].

Innovative learning methods might consist of mixed classes with diversified age groups, because students can learn from each other’s experiences and everyone learn from their specific background and maturity. Young and old, non-educated and highly educated can study the topics of innovation and entrepreneurship together, from a pedagogical point of view, but also based on the existence of ideas. Neither the educator nor the students can judge the ideas, only the market has the last word, success or failure.

Modern approaches and innovative methods of study in higher learning establishments are based on international independent science and dynamic, innovative learning methods, which purpose is development by the process of change. Individual educators with a creative mindset

carry out the methods based on a non- wage-earner, but profit driven attitude to the society and the educational principles.

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