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INTEGRATION OF INNOVATIONAL AND TRADITIONAL LEARNING TECHNOLOGIES AS A WAY TO DEVELOP STUDENTS' AUTONOMY IN EDUCATIONAL ACTIVITY IN HIGHER SCHOOL

In our research paper we made an analytical review of technologies that can be applied in the process of students' autonomy development. Within each technology we tried to find effective forms, methods and tools that can be used to influence the formation of autonomy key indices. Modern Ukrainian society is characterized by fast socially-economic and technological development, especially in informational and communicative areas. Thus there's social demand for specialists able to be up to speed on the changing production process, who can think creatively, obtain knowledge on their own and apply it to solve practical tasks. All these processes significantly influence the formation of higher education and introduction of innovations in educational process of Ukrainian higher educational establishments. The problems of constant improvement of the quality of education, modernization of its content and forms of organization of the educational process, as well as the development and implementation of educational innovations and information technologies were defined among the priorities of the state policy in the context of integration of the national higher education into the European and global educational system.

Key words: student's autonomy; higher school; integration; educational activity; self-educational activity.

Problem statement. The quality of higher education is estimated through such notions as accessibility, effectiveness and sustainability. That's what European society and national educational systems aim for.

In UNESCO documents, one of the first definitions of the education quality appeared in the report of the International committee of education development ("Learning to Be: The World of Education Today and Tomorrow"). The committee defined the key goal of social development as liquidation of inequity and establishment of democratic society on the principles of justice. The report says that "the purpose and subject matter of education should be reconsidered in order to new quality of society and democracy". They lay stress on the importance of science and technologies. It is stated that improvement of the education

quality is only possible within such systems that contain possibilities for identification of scientific and general progress in the form of local sociocultural teaching context. [1]

At the moment there is still no official definition of this notion. "Learning technology", "educational technologies", "technologies in education" – as these examples demonstrate, the terms is still being established, so definition of this notion depends upon authors who use it, the view of the core and structure of educational and technological process.

Defining the interrelation between phenomena of teaching and education, researchers name among the key educational functions the technological one: formation of labor, social, economic and professional skills, developments of communicativeness in different areas etc. Technological mechanisms that come down to development and implementation of different technologies in a higher educational establishment, guarantee structural unity of formational influences, movement from general tasks to particular strategies, use intersubjective connections and modern educational methods broadly.

Recent researches and publications analysis. Personal autonomy as a research subject is partially presented in works by M.Castells, O. Derhachova, E. Deci, D. Leontiev, Z. Pyzhykova, H. Pryhin, T. Partyko, R. Ryan, O. Sergeeva, particularly in the context of personality (I. Kotyk, A, Maricheva et al.), arbitrary self-regulation (V. Iliichuk, S. Malazonia, Y. Myslavskyi, Z. Virna), personality sovereignty (A. Klochko, S. Nartova-Bochaver), authencity (N. Kohutiak, M. Rahulina), personal identity of a youngster (L. Klochek, Y. Lanovenko, I. Serednytska et. al.).

Object of the article is to analyze the combination of innovational and traditional technologies applied in education of the Ukrainian higher school. The emphasis is on informational and communicative technologies and in particular on possibilities that appear when distance and blended learning are used in the process of higher educational establishments' students' autonomy development.

Presentation of basic material. The subject matter of educational technology is creation of teaching and professional training systems, in other words, development of educational process technology. Normally we can denote several vital characteristics of pedagogical technology. First of all, it is preliminary planning of educational process and implementation of the created project. Secondly, pedagogical technology offers a project of educational process that defines structure and matter of learning and cognitive activity of education subjects. Thirdly, any pedagogical and teaching technology is a process or targets formation. While in traditional pedagogics targets are quite unclear, in pedagogical technology it is a key issue viewed in two aspects:

1) diagnostic targeting and objective control of the way education subjects master learning material;

2) personality development in general.

In any pedagogical technology the stress is made on integrity principles, structural and informative unity of educational and nurturing process component parts.

The key to educational process technological structure understanding is consistent orientation on clearly defined goal. Thus, first of all, let's focus on the core pedagogical problem which is goal setting and goal orientation.

Theoretical knowledge is always of "model" type, according to O. Komar. It demands constant understanding of main requirements from a student (and from teacher):

- correlation between knowledge and truth, between prior lack of knowledge and degree of its practical proofs improvement;
- estimation of degree of credibility of different categories of scientific knowledge;
- verification of authenticity and effectiveness of assessment criteria of different aspects and characteristics of knowledge and skills;
- detection and understanding of correlation and bonds between notions and phenomena offered by teachers within educational process with specific references developed and tested by students etc [2].

Such principles can be presented as certain ascendant theoretical framework of the promising model "teacher – interactive technologies learning – student" + "student – knowledge

of interactive technologies practices – teacher" created for researching and predicting professional qualities of a graduate (O. Komar [2, p.238]).

Some scientists unite technologies used in modern didactics by associated attributes: uptake (generally pedagogical, partially methodical or objective, local or componentized); by scientific field of experience adoption (associative-reflecting, interiorizational, developmental, behavioral etc.); by fixation on personality structures: informational (formation of knowledge and skills), operational (aimed to form ways of intellectual actions), heuristic (aimed to develop creativity), applicative (aimed to form efficiently-practical sphere)); by the type of modernization of traditional educational system (technologies of activation and intensification of teaching subjects, technologies based on humanization and democratization of relationship between educational process subjects, technologies based on didactic reconstruction of learning material); by philosophic substantiation (scientific, humanistic, authoritarian etc.).

Unification by associated attributes is not the only way to classify technologies applied in education. H. Selevko defines following classificatory criteria:

- according to the level of appliance (partially objective or generally pedagogical, generally objective);
- according to the major development factor (sociogenic, biogenic and psychogenic). The essence of each of them is the activation of students' cognitive capacities along with the intensification and strengthening of everyone's personal development. The latter allows shifting from managing students' activity to self-determination, i.e. to identify the socialization and cooperation factors as the most meaningful ones;
- according to the acquiring conception (associative and reflective, developmental, which cultivates creative and critical thinking aspects, encourages overcoming discrepancies between the contents of theoretical training in the educational process and real actions during practical work);
- according to the orientation on personal structures (informational and operative, aimed at forming knowledge, abilities, skills, development of mental processes in an integral system, that allows to analyze, realize, correct);
- according to the contents (educational, training);
- according to the organizational forms (traditional, academic, individually-creative, in case the creative, individualized, oriented upon students' activeness in the educational process, teaching methods, are used along with the traditional ones);
- according to the style of interaction (individually-oriented technologies, group technologies, cooperation technologies);
- according to the dominating methods (developmental, self-developmental, supporting and stimulating aims in cognitive, affective and psychomotor spheres at all the levels) [3, p. 27-39].

According to M. Fitsula, the most widespread educational technologies, activated in the teaching process of a higher school, include the technologies of differentiated training, technologies of problem-based training, gaming and imitational technologies; he also considers the cycle of object0oriented technologies separately [4]. E. Polat separates the technologies of individual, differentiated and cooperative learning into a group of personally-oriented technologies. The scholar also mentions that among the multiple ranges of modern pedagogical technologies the most adequate to the set aims are: the technology of cooperative learning, project-based learning, multi-level learning, "individual portfolio" [5, p. 15].

Information and communication technologies based upon the telecommunication systems are worldwide recognized as the key technologies of the XXI century, which will serve as the major progress drivers for the coming decades. The informatization of education is a part of this global process. The urgent problem of today is the development of education technologies, which would be able to modernize the traditional forms of teaching in order to increase the level of the training process at higher educational institutions. The Ukrainian didactician V. Chaika writes that "working at a higher school at the present stage of the Bologna Agreement implementation is predominantly aimed at intensive informatization,

mobilization of the educational self-organization system potential, which ensure for the future specialists the formation of a comprehensive experience of activities, personal fulfillment of their professional qualities" [6, p. 206].

The world practice of the information and communication technology (ICT) development in education demonstrates the trend towards the change of traditional form of the education process organization in the conditions of information society.

Western-European philosophers (M. Castells [7], J. Derrida) emphasize that the process of Internet development and spreading has formed a structure of a new communications method – in the network architecture, in the users' culture, in practical structures of communication. The architecture of the Internet network will remain technologically open, thus fostering wide public access and creating serious obstacles for the imposing of governmental or commercial restriction … despite all the attempts to regulate, privatize and commercialize the Internet and its integrated systems, computer communications networks both in the Internet and beyond, is characterized as the widest spread, most decentralized and flexible [7]. The educational philosophers also pay due attention to the analysis of virtual reality, stress that the communication system, which unlike the past historic experience creates real virtuality, – is a system, in which the reality itself (i.e. material/symbolic existence of people) is completely covered, completely submerged into virtual images, into an artificial world, a world, in which the external reflections are not simply presented on a screen, through which the experience is transmitted, but become an experience by themselves [7].

All kinds of messages are synthesized in information technologies, which have become so wide-reaching, so versatile, and so "user-friendly", that they absorb in a single multimedia text the integrity of human experience: new communication system drastically transforms space and time, the fundamental dimensions of human life. Localities are losing their cultural, historic, geographic meaning and reintegrate into functional networks or graphic collages, bringing into life a space of flows, which replaces the space of place. Time is erased in the new communication system: the past, the present and the future can be programmed in such a way that they were interacting with one another in a single message. The material basis of the new culture is the space of flows and timeless time. This system covers and includes the versatility of transitions in the history of the display system; this is the culture of real virtuality, where the fictional world is fiction in the process of its creation [7].

Application of the new information technologies shifts the accents from the aim of the education, encourages to change the volume, contents, structuring of the educational material, mastered by students, orients on the development of integral theoretic thinking, on using modern communication techniques, exchanging results of information work. New information technologies help us to find the natural way of transforming students into active participants of the educational process, give an opportunity to work actively in the sociocultural environment, use in the learning process the same instruments, as the lecturer does, thus actively adjusting to the new professional functions. By means of the modern information distance education becomes possible. The Internet opens many opportunities to get educational information from any library, museum, book depositary, scientific or cultural center, which "creates real opportunities for self-education, broadening the mind, advanced training" (E. Polat [8]).

The fullest practical application of the modern information technologies can be seen in the origin and spreading of the distance education network in Ukraine.

The Conception of the distance education development in Ukraine defines distant education as a form of learning, equal to the intramural, part-time, extramural and external education, which is mostly conducted by means of distance education technologies via Internet. The distance education implies individualized process of transmitting and adopting knowledge, abilities, skills and ways of people's cognitive activities, that is conducted by indirect interaction of remote participants in a special environment, created by means of modern psychologically-pedagogical, information and communications technologies.

The distance education is based upon certain pedagogical principles, which are divided into three groups:

– general (principles of education humanization, its scientific character, consistency and development)

– principles regarding aims and contents of education (compliance of the aims and contents of the training with the state educational standards, generalization, historicism, sustainability and comprehensiveness);
– principles, serving as the basis for the didactic process and an adequate pedagogical system with its elements (compliance of the didactic process with the consistent patterns of teaching, the leading role of theoretic knowledge, unity of the educational, upbringing and developmental functions of education; stimulation and motivation of positive relation to learning, problematicity; combining collective educational work with an individual approach to teaching, coordination of abstract thinking with the visual expression of learning; accessibility; firmness of knowledge mastering).

Conclusions. Therefore, we fully share the idea that the innovative orientation of pedagogical activity is determined by the social and economic transformations, which require the corresponding renewal of the educational policy; educators' strive for adopting and applying pedagogical innovations. Of vital importance is the competitiveness of the higher educational institutions, which stimulates searching for new technologies, forms and methods of the educational process, dictates the relevant criteria regarding the selection process of the scientific and pedagogical staff.

Thus, modern technologies, which are developed and brought into life through the combination of the information, computer, network solutions, achievements of the modern psychology and pedagogics, make it possible to develop the students' autonomy at higher educational institutions in the modern educational space.

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ІНТЕГРАЦІЯ ІННОВАЦІЙНИХ І ТРАДИЦІЙНИХ ТЕХНОЛОГІЙ НАВЧАННЯ ЯК ЗАСІБ РОЗВИТКУ АВТОНОМНОСТІ СТУДЕНТІВ В ОСВІТНІЙ ДІЯЛЬНОСТІ ВИЩОЇ ШКОЛИ

У своїй науковій роботі ми зробили аналітичний огляд технологіям, які можуть застосовуватись у процесі розвитку автономності студента. У межах кожної технології зробили спробу знайти ефективні форми, методи й засоби, за допомогою яких можна вплинути на формування показників автономності. Сучасне українське суспільство характеризується пришвидшенням темпів соціально-економічного розвитку та швидким розвитком технологій, особливо в інформаційно-комунікаційній сфері, то актуальним є соціальне замовлення суспільства на фахівця, здатного орієнтуватися у мінливому процесі виробництва, який вміє творчо мислити, самостійно здобувати знання і застосовувати їх для вирішення практичних завдань. Всі ці процеси істотно впливають на формування вищої освіти та впровадження інновацій в навчальний процес вітчизняних вищих навчальних закладів. Серед пріоритетних напрямів державної політики в контексті інтеграції вітчизняної вищої освіти до європейського та світового освітнього простору визначено проблеми постійного підвищення якості освіти, модернізації її змісту та форм організації навчально-виховного процесу; розробка та впровадження освітніх інновацій та інформаційних технологій.

Ключові слова: автономність студента; вища школа; інтеграція; концептуальні положення; освітня діяльність; розвиток; студент; самоосвітня діяльність.

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ИНТЕГРАЦИЯ ИННОВАЦИОННЫХ И ТРАДИЦИОННЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ КАК СРЕДСТВО РАЗВИТИЯ АВТОНОМНОСТИ СТУДЕНТОВ В ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ В ВЫСШЕЙ ШКОЛЕ

В своей научной работе попытаемся предоставить аналитический обзор технологий, которые могут применяться в процессе развития автономности студента. В рамках каждой технологии попытаемся найти эффективные формы, методы и средства, с помощью которых можно повлиять на формирование показателей автономности. Современное украинское общество характеризуется ускорением темпов социально-экономического развития и быстрым развитием технологий, особенно в информационно-коммуникационной сфере, таким образом актуальным является социальный заказ общества на специалиста, способного ориентироваться в меняющемся процессе производства, который умеет творчески мыслить, самостоятельно приобретать знания и применять их для решения практических задач. Все эти процессы существенно влияют на формирование высшего образования и внедрения инноваций в учебный процесс отечественных высших учебных заведений. Среди приоритетных направлений государственной политики в контексте интеграции отечественного образования в европейское и мировое образовательное пространство определены проблемы постоянного повышения качества образования, модернизации его содержания и форм организации учебно-воспитательного процесса; разработка и внедрение образовательных инноваций и информационных технологий.

Ключевые слова: автономность студента; высшая школа; интеграция; образовательная деятельность; самообразовательная деятельность.