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DOI: <https://doi.org/10.17721/2616-7786.2024/10-1/13>Tetiana ZAKHARINA, DSc (Pedag.), Assoc. Prof.
ORCID ID: 0000-0003-0357-7457e-mail: t.zakharina@knu.ua

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

INNOVATIVE TEACHING METHODS IN HIGHER EDUCATION INSTITUTIONS
DURING A FULL-SCALE INVASION

Background. The article provides a theoretical analysis of the problem of innovative teaching methods in higher education institutions during a full-scale invasion, which contributed to clarifying the content of the basic concepts of research: "innovation", "innovative teaching methods" and "full-scale invasion".

It is proved that the introduction of innovative teaching methods in higher education institutions in the context of full-scale invasion will contribute to improving the quality of education by providing students with more opportunities for self-development, critical thinking and creative approach to problem solving; active involvement of students in the learning process, creating a supportive and creative educational environment in the HEI.

The purpose of the article is to analyse the challenges faced by higher education institutions in the context of full-scale invasion and to identify innovative teaching methods in HEIs during a full-scale invasion. The main objectives are: to analyse the leading scientific works on the research problem and to substantiate the theoretical foundations for understanding the concepts of "innovation", "innovative teaching methods" and "full-scale invasion"; to identify the challenges faced by higher education institutions in the context of full-scale invasion; to identify innovative teaching methods in HEIs in the context of full-scale invasion.

Methods. The achievement of the set purpose and the solution of the research objectives were carried out with the help of general scientific and special scientific methods that correspond to the purpose and objectives of the study. The use of a systematic approach in the context of our study allowed us to consider the process of teaching in HEIs as a system that has structural components that determine the content component of the introduction of innovative methods in higher education institutions. This methodology allows to determine the importance of innovative teaching methods in higher education institutions in the context of the full-scale invasion.

Results. The result of the study is the clarification of the basic concepts of "innovation", "innovative teaching methods" and "Russian-Ukrainian war", the identification of the challenges that faced higher education institutions in the conditions of a full-scale invasion (change in the format of teaching; rapid mastery of digital teaching tools by teachers; changes in the labor market that led to changes in the competencies of specialists; migration of teachers abroad; psychological state of all participants in the educational process); the identification of innovative teaching methods in higher education institutions in the conditions of a full-scale invasion (simulation games; project learning method; group work using information technologies, namely Padlet, Miro boards; case method; teaching method through posing problem questions; "flipped classroom" method; method of involving practitioners in classes; guest lecture method; gamification method, and others).

Conclusions. Conclusions confirm that the full-scale invasion creates particular challenges for universities that are trying to provide quality education and support for students in these difficult conditions. It is substantiated that innovative teaching methods can be useful for providing training and support to students under martial law. The challenges that affect the process of introducing innovative teaching methods are identified and the possibilities of introducing innovative methods in higher education institutions are outlined.

Keywords: full-scale invasion, higher education institution, innovative teaching methods, students.

Background

The search for innovative teaching methods in higher education institutions (HEIs) is driven by a number of objective factors that affect the functioning of HEIs in general and the provision of educational services to students in particular. The pandemic of 2020 and the full-scale invasion of 2022 caused a number of transformational processes that affected all institutions in society and prompted a new review of approaches to their functioning. The process of globalization, democratization of the world and full-scale invasion have become important factors that have contributed to the search for innovative teaching methods in higher education institutions in order to provide quality educational services to students. These factors have also influenced the labour market, which in turn puts forward new requirements for specialists who will meet the modern needs of society. This requires higher education institutions to train future professionals who will have modern competencies and be competitive in the labour market by introducing innovative teaching methods that will consider the individual approach and contribute to the creation of a comfortable educational environment for students.

Despite the relevance of the problem of finding innovative teaching methods in the modern scientific field,

the innovative teaching methods proposed by scientists are quite different. The difference lies in the fact that students are trained in different higher education institutions, and each educational and professional or educational and scientific programme requires an individual, special approach to teaching educational components. It is undeniable that the choice of teaching methods depends on the academic staff member, namely on their ability to learn quickly, master new information technologies, platforms, etc.

The search for innovative teaching methods is constantly in the focus of researchers' attention, as the challenges faced by society affect the labour market and, consequently, the emergence of new competencies that future professionals must learn.

Analysis of recent research and publications.

Despite the relevance of the problem of finding innovative teaching methods, this issue is of interest to scientists working in various scientific fields, including pedagogy, psychology, philosophy, and sociology. The problem is reflected in the works of such scientists as N. Artykutsia, Yu. Bystrova, N. Bondarenko (2021), T. Hnatenko, L. Horodnychia and M. Olkhovyk (2019), V. Hotych, M. Debych, A. Dobryden, N. Lyserko and others. From the point of view of researcher N. Artykutsia, "innovative

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methods include active and interactive teaching methods" (Artykutsia, 2005). The scientist is convinced of the effectiveness of the implemented forms and methods of working with students in the context of higher education institutions, such as "analysis of mistakes, conflicts, incidents; audiovisual teaching method; brainstorming; Socratic dialogue; "decision tree"; discussion with invited experts, business game, "take a stand" and others (Artykutsia, 2005). Researchers T. Hnatenko and N. Lysenko include Zoom, Google Meet, Webex Meet, forums, websites, multimedia, online office applications, Google documents, Google presentations, Google Classroom, Mind Maps, scribe, visualization among the current teaching methods in blended learning (Hnatenko, & Lysenko, 2023). Scientists associate the uprise of innovative teaching methods with the digitalisation of higher education and its "impact on various forms of acquiring new knowledge and skills by students" (Hnatenko, & Lysenko, 2023). The importance of introducing innovative teaching methods in the context of a full-scale invasion that meet the psychological characteristics of students was studied by V. Hotych. The scientist developed a structural model for studying the psychological resilience of modern youth in the context of a full-scale invasion, identifying cognitive, behavioural, emotional and existential components (Hotych, 2023). T. Paska, I. Moiseienko, and I. Shapka have studied the importance of introducing innovations into the educational process of higher education institutions. The scientists convince that "innovations in teacher education are the driving force behind the development of the educational system and develop basic skills and competences in students" (Paska, Moiseenko, & Shapka, 2024). They highlighted innovative educational areas (mobile learning and mobile applications, immersive methods, interactive technologies, augmented reality) that contribute to the development of students' potential and "provide for increasing the efficiency of the educational process and adapting students to new conditions of educational interaction with a focus on creative development" (Paska, Moiseenko, & Shapka, 2024).

Thus, the introduction of innovative teaching methods in higher education institutions in the context of the full-scale invasion will help improve the quality of education, train competitive specialists and create a favorable environment for innovation and development.

The purpose of the article is to identify innovative methods of teaching in HEIs in the context of the full-scale invasion and to identify the challenges and opportunities for the introduction of innovative teaching methods in HEIs. The implementation of the purpose determines the setting and implementation of the following *objectives*:

1. To analyze the leading scientific works on the research problem and substantiate the theoretical foundations for understanding the concepts of "innovation", "innovative teaching methods" and "full-scale invasion".

2. To identify innovative teaching methods in higher education institutions in the context of the full-scale invasion.

3. To reveal the challenges and opportunities for the introduction of innovative teaching methods in HEIs in the conditions of the full-scale invasion.

Research methodology. The study of the problem was carried out on the basis of general scientific and special scientific methods that meet the purpose and objectives of the study. The analysis of scientific literature revealed the need to study innovative teaching methods in higher education institutions in the context of the russian-Ukrainian war.

In the context of the study of the basic concepts of the problem, we used phenomenological research methods. The study of the challenges faced by HEIs in the context of the russian-Ukrainian war was carried out using the historical method. In order to identify innovative teaching methods in higher education institutions, we used analytical and prognostic research methods. The use of a systematic approach in the context of our research allowed us to consider the teaching process in HEIs as a system that has structural components that determine the content component of the implementation of innovative methods in HEIs. This methodology makes it possible to determine the importance of innovative teaching methods in HEIs in the context of the russian-Ukrainian war.

The scientific research methods and scientific approach identified by us are interdependent and contribute to ensuring the objectivity and comprehensiveness of the study of the problem.

Results

According to the Law of Ukraine "On Education" of 2017, namely Article 17, which states that "...innovation activities of higher education institutions are a mandatory and integral part of their educational activities", i. e. each higher education institution must introduce innovations into the educational environment in order to provide quality educational services to students and produce innovations for community development (Law of Ukraine "On Education", 2017). The Law of Ukraine "On Innovative Activities" (Verkhovna Rada of Ukraine, 2002) defines "innovation" as "newly created competitive technologies, products or services, as well as organizational and technical solutions of a production, administrative, commercial or other nature that significantly improve the structure and quality of production or the social sphere". We can convince that innovations in education are related to innovative activities, which proves the importance of introducing innovations into the educational environment of higher education institutions, namely innovative teaching methods, as they contribute not only to the quality training of future specialists, but also to the development of an independent, creative, highly educated personality through the application of modern scientific achievements (Abdullaeva et al., 2020).

In the context of our research, it is important to analyze the leading scientific works on the research problem and to substantiate the theoretical foundations of understanding the concepts of "innovation", "innovative teaching methods" and "russian-Ukrainian war".

According to the scientist M. Debych, the concept of "innovation" is interpreted as the process of creating, disseminating and using means (innovations) to solve pedagogical problems that have been solved differently so far (Debych, 2013). Scientists L. Kovalchuk and S. Romanchuk consider the content of the concept of "innovation" through the prism of labour activity, which is the production of innovations in various spheres of life in order to obtain a certain result (Koval, & Romanchuk, 2012). The scientist A. Kolot understands "innovation" as the end result of the introduction of innovations that has a certain result (Kolot, 2007). O. Sumets considers "innovation" as a system, defining that the system is created as a result of the implementation of the results of scientific research aimed at improving all spheres of society (Sumets, & Ihnatova, 2010). In the context of our research, we understand "innovation" as a purposeful process of developing innovations in teaching methods in higher education institutions that meet the needs of modern society and are designed to meet the needs of all participants in the educational process.

Having analyzed the content of the concept of "innovation", it is important to consider the content features of the concept of "innovative teaching methods". Scientist Yu. Bystrova understands "innovative teaching methods" as a set of effective methods of the educational process that "contribute to the intensification and modernization of learning, develop creativity and personal potential of students" (Bystrova, 2015). Considering "innovative teaching methods" as "a systemic set of techniques, means of organizing learning activities, covering the entire learning process from defining the goal to obtaining results", the scientist A. Dobryden connects this systemic set with the ideas and experience of psychology and system analysis (Dobryden, 2012, p. 107). The introduction of "innovative teaching methods" contributes to the formation of independent thinking, reasoned presentation of their own opinions and the right choice of life positions in students (Mezhova, 2018).

In our opinion, understanding "innovative teaching methods" as methods that contribute to the growth of the role of the participant in the educational process (student), shift the emphasis from the teacher to the student, adhere to the student-centred approach to teaching, promote the formation of an individual educational trajectory and active involvement of students in creating an educational environment in higher education institutions – this, in our opinion, defines the content of innovative teaching methods in higher education institutions in the context of the russian-Ukrainian war.

In the context of our research, it is important to consider the concept of the "russian-Ukrainian war" and its impact on higher education institutions. Having carried out a theoretical analysis of the scientific works of T. Antonenko (2019), O. Hotych (2023), V. Moskalenko (2013), we understand the "russian-Ukrainian war" as a type of military, political, psychological and social conflict that uses political, economic, informational and psychological tools to influence the consciousness of the individual, contributing to the destruction of the individual's ability to self-determination, free identification, destruction of a stable system of worldview values in the individual and their replacement with various value simulacra (Zakharyna, 2023). The analysis of scientific works shows that the russian-Ukrainian war affects all institutions that exist in society and, in particular, higher education institutions, which requires the development of an innovative model of functioning of higher education institutions that carry out a quality educational process and provide quality educational services to students through the introduction of innovative teaching methods. It is worth noting that in the context of the russian-Ukrainian war, higher education institutions are becoming centres of community development, hubs where not only the educational process takes place, but also the process aimed at social development of the individual.

The theoretical analysis of the basic concepts of the study allows us to outline the challenges that higher education institutions face in the context of a full-scale invasion. The first and undeniable challenge is the change in the format of education. The introduction of a full-scale invasion of online learning during the pandemic has posed challenges to teachers in the educational process, which are associated with the immediate mastery of information technology. That is, academic staff had to quickly master digital tools that contribute to quality teaching and the provision of quality educational services. The next challenge was caused by changes in the labour market, i.e. changes in the competences of specialists. This led to the revision of educational programmes for students, considering the challenges and needs of the labour market. The onset of

the full-scale invasion caused the migration of teachers abroad, which led to a significant decrease in the share of academic staff with academic titles and degrees who provided the educational process in educational programmes. We also refer to the challenges faced by higher education institutions during the full-scale invasion. The challenge related to the psychological state of all participants in the educational process is undeniable. Due to the increased danger, frequent air raids, the participants of the educational process experience increased anxiety, sleep problems, and inability to concentrate, which directly affects the educational process.

The challenges discussed are the basis for further development of innovative teaching methods that meet modern needs. Instead, in our opinion, it is appropriate to analyze traditional teaching methods, which is the basis for the development of innovative methods. The analysis of scientific works shows that scientists have developed classifications of traditional teaching methods according to various criteria. Here is one classification that, in our opinion, demonstrates the content of traditional teaching methods quite thoroughly. Scientist O. Kucheruk identifies criteria for classifying traditional teaching methods and, according to these criteria, teaching methods: the criterion of "level of application" (general and specific methods); the criterion of "form of learning activity" (group, individual collective); criterion "effectiveness" (methods are productive, unproductive); criterion "ratio of teacher and student activity" (methods are active, passive, interactive); criterion "novelty" (methods are traditional, innovative); criterion "source and method of knowledge transfer" (methods are verbal, visual, practical, information and communication); criterion "competence-targeted purpose" (methods of forming key competences, methods of forming language competence) (Kucheruk, 2008, pp. 13–14). V. Korniyenko studied the effectiveness of traditional teaching methods. The scientist identifies such traditional teaching methods as "lectures, seminars, consultations, independent work, which are determined by the passivity of the student's participation in the learning process" (Korniyenko, 2014, pp. 95–96). The scientist O. Kucheruk identifies the functions of traditional teaching methods, which is an important aspect in the development of innovative teaching methods in the context of a full-scale invasion. The main functions of teaching methods include "motivational, which stimulates interest in learning, the desire to acquire knowledge; educational, training, or cognitive, which is aimed at the successful acquisition of knowledge by students and the acquisition of practical skills; educational, as it contributes to the formation of values, worldview, beliefs, perseverance in learning; developmental, as it is manifested in the use of heuristic questions, cognitive tasks and problem tasks, which ensures the mental development of students; control and correction, as it provides control and is aimed at eliminating deficiencies in students' knowledge, skills and abilities" (Kucheruk, 2008, pp. 13–14).

The analysis of traditional teaching methods shows that the role of the student is passive in the educational process, knowledge is transferred according to the formula "teacher speaks – student listens", which causes a decrease in motivation and interest in learning. In addition, traditional teaching methods are not focused on the individual educational needs of students, which affects the formation of modern competencies of students that would meet the requirements of the labour market.

The above prompts us to outline the features of using innovative teaching methods in higher education institutions in the context of a full-scale invasion (Tab. 1).

Table 1

Features of using innovative teaching methods in higher education institutions

Feature	The essence of the feature
Increasing the level of motivation of students for the educational process	The introduction of innovative teaching methods promotes the active involvement of students in the educational process, which helps to increase their motivation to learn and conduct scientific research.
Formation of competences that contribute to the development of critical thinking	Innovative teaching methods involve presenting material by asking problematic questions, which encourages students to actively interact with the teacher and, for example, using the brainstorming method, helps to develop innovative solutions to solve cases, moving away from traditional solutions.
Individual approach to students	The creation of conditions by teachers that contribute to meeting the individual educational needs of students contributes to the effective formation of competencies in accordance with the educational preferences of students.
Improving the level of educational services	The current challenges faced by HEIs and future professionals require innovative teaching methods that increase the level of educational services provided to students through the active participation of students in the educational process, considering their individual educational needs and creating a comfortable educational environment that contributes to the social development of students.
Developing competences that are relevant to the labour market	The full-scale invasion has brought about changes in the labour market and, accordingly, the transformation of competences that are important for employers today. That is why innovative teaching methods should develop competences in students that are prioritized and important in the labour market today.

Source: compiled by the author.

The features of using innovative teaching methods in HEIs in the context of a full-scale invasion, identified by us, convince that in modern conditions in HEIs, teachers should adhere to the principle of student-centeredness and provide students with quality educational services that meet their individual needs and the needs of the labour market.

This prompts us to analyze the scientific works of scientists who have conducted scientific research in defining innovative teaching methods. The scientist H. Shvets in her scientific work "Modern Innovative Teaching Methods in Higher Education" refers to innovative methods as "contextual learning, simulation learning, problem-based learning, modular complete knowledge acquisition, distance learning" (Shvets, 2016). Researcher O. Voynalovych identifies the main areas of use of innovative methods: "virtual and distance learning environments; multimedia learning tools; interactive learning methods; e-learning system; use of information and communication technologies in research; use of virtual reality and augmented reality in teaching; use of artificial intelligence" (Voynalovych, 2024). The scientist also identified interactive teaching methods: "group work, discussions, use of modern information technologies, project method, role-playing games" (Voynalovych, 2024). In the collective monograph "Innovative Technologies in the Modern Educational Space", scientists define innovative teaching technologies: "Zoom, Google Meet, Webex Meet), chats, forums, websites, multimedia, online office applications, Google documents, Google presentations, Google Classroom" (Yefremova, 2024). Scientists T. Hnatenko and N. Lysenko define the following teaching methods in a blended learning format: "Mind Maps, mental maps, mind mapping, thinking maps, concept maps, scribe method, virtual classroom" (Hnatenko, & Lysenko, 2023).

The scientific search for innovative teaching methods in higher education institutions allows us to identify innovative teaching methods in the context of a full-scale invasion. So, the innovative methods of teaching in higher education institutions in the conditions of a full-scale invasion include: simulation games; the method of project-based learning; group work using information technologies, namely Padlet,

Miro boards; case method; method of teaching through the formulation of problematic questions; the "flipped audience" method; method of involving practitioners in classes; the method of guest lectures; gamification method and others.

The use of stimulating games allows students to master a practical case, develop and independently make decisions and draw conclusions. This helps students to develop practical skills, critical thinking, and the ability to take responsibility for decisions made. The method of project training allows students to form the competences of working in a group, to gain deeper knowledge through the study of challenges that gave rise to the investigated problem, which is the basis of project development. The method of teaching by asking problematic questions allows the teacher to play the role of a moderator in the process of solving the task by asking problematic questions that allow you to outline the way to solving the problem. Thanks to this method, students follow the teacher's logic in solving the problem and learn the stages of its solution. The "flipped audience" method allows students to familiarize themselves with the educational material before the class for further discussion with the teacher, which allows them to dive deeper into the educational material and master it better with the help of the "discussion" method. By using information technologies, namely Padlet boards, Miro allows the active involvement of students in the educational process by displaying information on the boards and constructing knowledge through a group solution to the task. The method of involving practitioners in classes allows to prepare students for professional activities by obtaining information from practitioners who work in a certain field and the opportunity to determine the bases of practice and scientific directions of further research. The gamification method is quite interesting, which allows you to apply game principles to non-game situations in order to motivate learners to the educational process.

Discussion and conclusions

Based on the analysis of the leading experience in the problem of studying innovative teaching methods, it can be concluded that the introduction of innovative teaching methods is an important, timely and priority condition for

obtaining high-quality educational services by students in the conditions of a full-scale invasion. Modern challenges give rise to innovative teaching methods that are focused on the individual educational needs of students, contribute to increasing students' motivation to study and form competencies in them that are important in the labor market in modern conditions.

The theoretical analysis of the works of leading scientists and the practical experience of working at higher educational institutions made it possible to identify innovative, effective methods of teaching at higher educational institutions that meet modern challenges and contribute to the preparation of a competitive specialist in the labor market: simulation games; method of project learning; group work using information technologies, namely Padlet, Miro boards; case method; method of teaching through posing problematic questions; the "flipped audience" method; the method of involving practitioners in classes; method of guest lectures; gamification method and others. The identified innovative methods expand the opportunities of teachers to carry out high-quality training of future specialists and provide high-quality educational services.

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Тетяна ЗАХАРІНА, д-р пед. наук, доц.

ORCID ID: 0000-0003-0357-7457

e-mail: t.zakharina@knu.ua

Київський національний університет імені Тараса Шевченка, Київ, Україна

ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ В УМОВАХ ПОВНОМАСШТАБНОГО ВТОРГНЕННЯ

Вступ. Здійснено теоретичний аналіз дослідження проблеми інноваційних методів викладання у закладах вищої освіти (ЗВО) під час повномасштабного вторгнення, що сприяє уточненню змістовного наповнення базових понять дослідження, таких як: "інновації", "інноваційні методи викладання" та "повномасштабне вторгнення".

Доведено, що впровадження інноваційних методів викладання у ЗВО в умовах повномасштабного вторгнення сприятиме поліпшенню якості освіти, забезпечуючи здобувачам вищої освіти більше можливостей для саморозвитку, критичного мислення та творчого підходу до розв'язання проблем; активному залученню здобувачів вищої освіти до процесу навчання, створюючи підтримувальне та креативне освітнє середовище у ЗВО.

Метою статті є аналіз викликів, що постали перед ЗВО в умовах повномасштабного вторгнення, та визначення інноваційних методів викладання в період повномасштабного вторгнення. Основними завданнями визначено: аналіз провідних наукових праць з проблеми дослідження й обґрунтування теоретичних засад щодо розуміння понять "інновації", "інноваційні методи викладання" та "повномасштабне вторгнення"; виявлення викликів, що постали перед ЗВО в умовах повномасштабного вторгнення; визначення інноваційних методів викладання у ЗВО в умовах повномасштабного вторгнення.

Методи. Досягнення поставленої мети та розв'язання завдань дослідження було здійснено за допомогою загальнонаукових і спеціально-наукових методів, що відповідають меті та завданням дослідження. Використання системного підходу в контексті нашого дослідження посприяло розгляду процесу викладання як системи, що має структурні компоненти, які визначають змістовну складову впровадження інноваційних методів у ЗВО. Зазначена методологія дала змогу визначити значення інноваційних методів викладання у ЗВО в умовах повномасштабного вторгнення.

Результати. Результатом дослідження є: уточнення базових понять, як-от "інновації", "інноваційні методи викладання" та "російсько-українська війна"; встановлення викликів, що постали перед ЗВО в умовах повномасштабного вторгнення (зміна формату навчання; швидке опанування викладачами цифрових інструментів викладання; зміни на ринку праці, що призвели до змін у компетенціях фахівців; міграція викладачів за кордон; психологічний стан усіх учасників освітнього процесу); визначення інноваційних методів викладання у ЗВО в умовах повномасштабного вторгнення (симуляційні ігри; метод проєктного навчання; групова робота із використанням інформаційних технологій, а саме дощок Padlet, Miro; метод кейсів; метод викладання через постановку проблемних запитань; метод "перевернута аудиторія"; метод залучення практиків до занять; метод гостьових лекцій; метод гейміфікації тощо).

Висновки. Підтверджено, що повномасштабне вторгнення створює особливі виклики для університетів, які намагаються забезпечити якісну освіту та підтримку для здобувачів вищої освіти у цих складних умовах. Обґрунтовано, що інноваційні методи викладання можуть бути корисними для забезпечення навчання та підтримки студентів в умовах повномасштабного вторгнення. Встановлено виклики, які постають перед ЗВО, та визначено інноваційні методи викладання в умовах повномасштабного вторгнення.

Ключові слова: заклад вищої освіти, здобувачі вищої освіти, інноваційні методи викладання, повномасштабне вторгнення.

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