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Introduction Of Innovative Teaching Methods Into College Activities

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Abstract*: Modern educational institutions continue their activities in the framework of new Federal state educational standards requirements which have appeared in response to changing needs of the state and society. College, as one of the first stages of education, should most actively respond to these changes, since students are the most active and susceptible category of population that needs competent impact, the results of which will later affect the state of the country's economy. Any college, maintaining its competitiveness and providing high-level training for students, should use innovative teaching methods in its activities. In the article the authors reveal essence of innovation for educational process in college and, for the formation of effective learning conditions. Besides, they propose the use of project method, method of problem situations, research activities and case methods, emphasizing that each of the methods has its advantages and using them separately will not bring proper results. In order to establish the need to use innovative teaching methods in college educational process, the authors conducted an experiment in which two groups of students taught in a traditional way and with implementation of innovative methods. Performance testing was carried out using assessment of indicators identified by the results of the project performed by college students. The experiment allowed the authors to confirm that innovative methods have positive effect on students' training. Development of students' competencies is increasing. Consequently, the authors experience implemented into college activities can be expanded and introduced into training of the rest of college students.

***Keywords*: innovative activities, innovative methods, competencies, competence.**

I. INTRODUCTION

In the field of the Russian Federation education there have been fundamental changes that led to emergence of a competence-based approach designed to improve the level of student training. Under these conditions, within the framework of new Federal State Standards requirements, educational institutions are developing more dynamically, using innovative technologies more and more actively. Changes that occur in the surrounding world, largely determine significance of innovation, which, as we note, is an important direction in modern education. Economy needs competent highly qualified specialists capable of self-knowledge and self-education, as well as capable of creating innovations and promoting them to the market, and this, in turn, implies the existence and development of innovations in education. From the point of view of competence-based approach, one of the goals of innovative teaching methods application in educational process of college students is to contribute to students' personality, their ability to self-development, self-determination and self-education, i.e. key competencies development. Innovative processes aim at better formation of future graduates as professionals who possess demanded set of competencies and who are ready to perform their duties at a high level. The need for more dynamic and effective students' training determines the topic relevance.

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A. The essence of innovation in education

Innovative learning activities can be interpreted as stimulating cognitive and creative students' activity [1]. That is why active learning methods are a significant part of innovation activity. From the point of view of Rustikova G.S., innovativeness of one or another method of teaching any academic discipline is relative [2]. But apart from this statement, there is an opinion that educational activity is always innovative [3].

Characteristics of innovation are: conscious activity of teachers and students; mobility; integrity, openness, projectability; individualization; educational process informatization; students' maximum involvement into educational process; significant change in the role of the teacher [4].

All innovative teaching methods are aimed primarily at improving effectiveness of students' training by developing their independence, creative abilities and research skills. The essence of using innovative methods in teaching is to immerse the student as much as possible into atmosphere of business cooperation with other students in order to solve various problems; place students into conditions as close as possible to professional ones for better development of professional competencies which in future will help to get involved into the workflow [5].

II. INNOVATION IN EDUCATIONAL PROCESS

That is, innovative teaching methods involve active participation of each student in educational process in order to develop competence better [6].

There are quite a few innovative teaching methods, these are problem and game imitational methods of active learning, methods of analyzing specific situations and method of projects [7]. It They are active learning methods that encourage students to independently acquire knowledge, activate their cognitive activity, develop their thinking, practical skills and abilities [8]. In secondary vocational education, lectures-discussions, lectures-conversations, lectures with case studies, problem lectures, lectures - visualizations, lectures - press conferences are often used [9]. They help students to get ready for practical activities better [10]. However, we would like to highlight other ones among the most productive innovative methods of teaching in college: problem, design methods, case methods and research activity [11]. Students can apply practical experience which can be gained using project method in everyday life and in production [12]. An educational project is an opportunity for a student to maximize their creative potential [13]. Such practical tasks increase the educational process efficiency by increasing motivation to master this area of knowledge [14]. Project activity involves creative activities implementation: reports or abstracts preparation, conducting research, creating a video, presentation, poster, article in the newspaper [15].

When preparing projects students independently carry out a complex of search and research tasks with the aim of finding theoretical or practical solution to a significant problem [16 [. The result of the project can be a presentation first within the group, and then at a student scientific conference.

With the help of this method students consolidate existing knowledge and get new one [17]. The project method helps to form both professional and general cultural competencies that help navigate professional and everyday life (research, communication, reflexive, teamwork skills).

The method of problem-based learning consists in creating a problem situation in which students will have to navigate [18]. This situation follows from the logic of studying academic discipline [19]. The problem situation imitates professional tasks that may arise in real professional conditions. Each of the participants of educational process is involved into them [20].

Innovative teaching methods features consist in the fact that teachers and students responsibilities almost completely change, the teacher becomes a certain consultant in educational process, and students, on the contrary, are given a great independent opportunity in choosing assimilation of educational knowledge [21].

Some of the advantages and features of innovative methods application in secondary vocational education include: targeted activation of students' thinking; increasing interest in academic discipline; ensuring deep and lasting learning; developing thinking, memory and speech of students; creation of conditions for productive activities on the use of knowledge, their synthesis and systematization [22].

Through the use of innovative methods, students acquire creative experience and fdevelop research skills [23].

Another innovative method is research activity [23].

For students of 1-2 years, the main forms of research activities in educational process framework are preparation of messages on any topic, writing essays, performing individual creative homework with elements of scientific research, participation in competitions and subject competitions as well as scientific conferences [24].

Research activities are aimed at finding explanations and evidence of natural relationships and relationships of experimentally observed or analyzed facts, phenomena and processes, where independent work of students dominates in the process when they actively acquire new knowledge, improve their competences and develop research skills and abilities [25].

In the process of teaching students whose major is law, case-method and business games are actively used.

The case method has significant motivational potential, imitating situations as close as possible to the conditions of future professional activity. Among the stages of case implementation are the following: acquaintance with the case and its features by students; highlighting the main problem, familiarization with the issues of the case; search and discussion of possible alternative solutions; the choice of a decision in groups; some groups defend their decision; summarizing, comparison of decisions made in groups. The purpose of the case study method is to teach students to analyze a problem situation that has arisen in a particular state of affairs, and to work out a solution, to teach how to work with information sources.

The use of business games also significantly affects readiness for future professional activities development.

Thus, the suggested methods application allows us to improve learning process in order to increase the level of students' competences development. Thus, the essence of the innovative methods application is to expand the conditions for teaching a competent, competitive and economically profitable specialist.

It is significant to note that there is no universal innovative method as each of them has its advantages and strengths. Only their general application provides perfect results.

B. Review of literature

The question we considered was reflected in the works of many scientists. In conditions of renewed education, the issues of applying innovative methods were studied by V. Guzeeva, N.E. Shchurkova, I.V. Shtyh, V.N. Mihelkevich, V.M. Monkhov, S.M. Laktionov. Innovation activity by different authors is viewed from different points of view. Methods of project training, problem, research methods are only part of the innovation activity [26]. However, in our opinion, they are an integral element of education and modern innovation. The provision of innovative training for future specialists in the framework of research activities on the scale of mass training of college students is covered by MG. Garunov, N.A. Markova, A.Ya. Saveliev, R.V. Lenkov. Problem learning devoted to the work of MA. Matyushkina, L.V. Putlyaev, who identified a problem situation: a student's cognitive need, which induces him to intellectual activity; mode of action; intellectual abilities of the individual, including creativity and experience.

The questions of the project teaching method were studied by E.S. Polat, M.A. Smirnov. It should be noted that when analyzing foreign literature it was revealed that innovative universities give the priority to the project method when teaching a future specialist [27].

E.S. Polat believes that the use of the project method forms:

1) research skills (the ability to analyze the problem situation, identify problems, select information, conduct experiments and identify results, build hypotheses, summarize the information obtained);
2) ability to work in a team (in the process of this type of interaction, students realize the importance of each team member, the role of cooperation and joint activities);
3) communication skills (the ability not only to formulate and explain their point of view, but also to provide an opportunity for other project participants to speak and understand their point of view).

As we can see, project-based training combines several methods at once including problem-based training and research activities. Consequently, the innovative methods we have identified interact and complement each other but do not contradict each other [28].

However, despite researchers' close attention to the issue of innovation in college, it remains not sufficiently disclosed, since educational process has a great deal of dynamics and under all mentioned conditions new elements appear that require additional study.

C. The introduction of innovative teaching methods into college educational process

We have developed case-study on the subject "Legal support of professional activity" for second-year students of college. They were supposed to perform it in seminars. At the same time students carried out a project on this course throughout the semester and had to provide a report on the work done at the end of it. The group of students was divided into subgroups. For each subgroup its own theme was allocated. Two groups took part in the experiment; however, in the first group classes were conducted in the traditional way without introducing case studies developed by us. Both the first and second group consisted of 20 people. Both groups were involved in project development throughout the semester. The case studies developed by us include the following topics: legal support of the professional activities of the civil service of the Russian Federation; civil law relations; legal regulation of documentary support of management and archival science. Case assignments are a description of the intended or specific real situation for the analysis and search for solutions. Tasks are performed in pairs, 20 minutes are allotted for solving the cases, and then their presentation and protection is carried out.To the situation described in the case, subtasks (tasks, questions) are formed that require an appropriate solution by students. The number of subtasks can vary from two to five. Depending on the content and difficulty of the questions, the minimum time for solving the case is determined.The case task must be structured so that its solution is aimed at checking professional competencies development necessary for labor activities implementation in accordance with the teacher's professional standard. The solution of cases is aimed at the development of thinking, creative skills, the assimilation of knowledge gained in the course of active search and independent solutions to problems.The main sources that students can use are: the Constitution of the Russian Federation, the Civil Code of the Russian Federation.Purpose: to search and use necessary information to perform professional tasks. Questions for the seminar: to define the concept of "public service" and "public servant"; to determine the list of legislative acts of the Russian Federation that regulate the civil service in the territory of our country; indicate the principles of public service; classify public office with qualification requirements for them; name the order of conducting and registration of personal files of civil servants. At the next stage students are invited to solve the case task, that is, a legal problem. The task is set in such a way that a student puts himself in the place of the judge who needs to resolve the case. In each of the assignments there were two sides: the plaintiff and the defendant, for each of them the corresponding position was developed. The students had to make a court decision on several issues: recognition of the transaction as invalid, certificate of inheritance, violation of administrative law. For the discussion we proposed several additional topics at the end of the seminar: expand the correlation of the following concepts: "service" and "public service"; "Public servant" and "person in a public office"; How do the terms "act of public administration" and "source of administrative law" correlate ?; can an administrative act be legal, but inexpedient and, conversely, expedient, but not meeting the requirements of legality ?; in the USSR Constitution, labor was proclaimed as the right and duty of a citizen. The Constitution of the Russian Federation does not fix labor as a duty. Is this correct in your opinion ?; reflect on the topic "The situation of minors in labor law." Why does the law prevent employment of people under the age of 16 (and under certain conditions, 14 years)?; What are the features of signing a labor contract for minors? Conditions of the employment contract with employees who have reached the age of 16 years; age of 15 years; age 14; employment contract with persons under 14 years. The students worked out case studies by us at each seminar. At the final seminar, students presented the results of their projects on the following topics: judicial decision in the case of "Excess of official powers"; judicial decision on the case "Violation of the rights and freedoms of man and citizen"; court decision in the case "Employee Liability". In each subgroup of students roles were assigned, each student was involved into the process and was responsible for the result. The students had to work out a specific situation for the given topics, use necessary documents and legislative acts in their activities which could serve as real evidence in resolving the case in court. At the end of the semester, each group presented its results in the form of a presentation and a report.

III. RESULT AND DISCUSSION

Our study was conducted over one semester. It was attended by two groups of students of 20 people. We have analyzed the results of the protection projects. Table 1 shows the rating scale and levels of educational results achievement.

Table- I: Scale of assessment and levels of achievement of educational results

Levels	Score in points	Percentage of all criteria met
Optimal	10-14	Not less than 85%
Valid	8-9	Not less than 70%
Critical	6-7	Not less than 50%

Criteria for project implementation: the project clearly articulates the main achievements; all necessary information was taken into account; validity of the findings; during the project, a sufficient number of regulatory documents were used to argue their own position; project protection made in accordance with the regulations. Further, the results of the protection of projects of the first group are reflected.

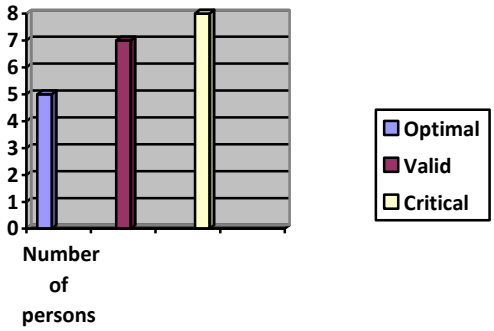

Fig. 1.The level of achievement of educational results in the first group (expressed in the number of people with one level or another)

The second figure shows the results of the second group, where training was conducted using case assignments.

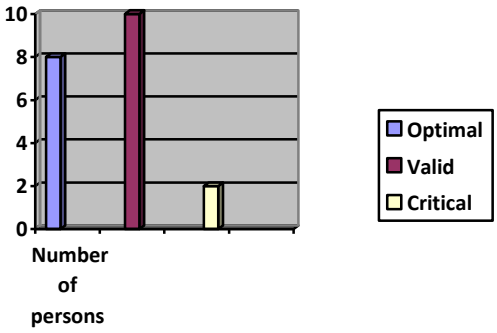

Fig. 2.The level of achievement of educational results in the second group (expressed in the number of people with one level or another)

The results of the second group were higher. We can explain this in several ways. Students are accustomed to tasks of a legal nature. It was easier for them to navigate in the regulatory documents and in the legal situations themselves, because of which they were able to fully realize creative potential in this area. Theory teaching prevailed in the learning process of the first group while the second group mainly focused on practice. Consequently, the second group is more prepared for professional activities. Its competencies are at a higher level. The optimal level in the first group has 5 people, in the second - 8, the permissible level in the first group are 7 people, in the second - 10.

IV. CONCLUSION

Introducing special case studies to college students' training we formed their ability to more easily and promptly perceive possible legal situations thanks to which they coped with the project much better than the group in which traditional methods were applied. The training practical focus helps to form a more prepared specialist. In our opinion, the main indicator is the number of people with a critical level. In the first group it accounts 8 people while in the second group only 2. Therefore, the developments we have implemented have a positive effect and can be incorporated into learning process of other groups. Thus, we have shown the effectiveness of innovative methods application in college educational process. Using a wide range of innovative teaching methods in secondary vocational education, a teacher is given the opportunity to use study time more productively and achieve high results.

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