Innovative Educational Technologies in Management Training: Experience of EU Countries

Kryvoshein Vitaliy[1], Vdovenko Nataliia[2], Buriak Ievgen[3], Saienko Volodymyr[4,] Kolesnyk Anna[5]

1-704@i.ua, nata0409@gmail.com, saienko22@gmail.com, burzhen@ukr.net, annakol2603@ukr.net

[1]Department of Sociology Doctor of Political Science, Professor Oles Honchar Dnipro National University, Faculty of Social Sciences and International Relations, Department of Sociology, 72, Gagarin Ave, Dnipro, 49010, Ukraine
[2]Department of Global Economics, Department of Economics National University of Life and Environmental Sciences of Ukraine, Faculty of Economics, Global Economics, Heroyiv Oborony 15, 03041 Kyiv, Ukraine
[3]Management Department Kremenchuk Mykhailo Ostrohradskyi National University, Pershotravneva str., 20, Kremenchuk, Poltava region, 39600, Ukraine
[4]Academy of Management and Administration in Opole (Poland)45-085 Opole (Poland), ul. Mieczysława Niedziałkowskiego 18
[5]Academy of the National Aviation University, Faculty of Management, Department of Information Technology, Kropyvnytskyi, Kirovohrad Region, Dobrovolskyi 1A Str, 25005, Ukraine

Summary

The article substantiates the feasibility of using and actively implementing innovative technologies in the practice of organizing the educational process. The need for the use of telecommunication technologies, which provide constant communication between students and the teacher outside the classroom, has been identified. Particular attention is paid to the latest approaches to the use of various forms of multimedia technologies in student education, which intensify the process of acceptance and assimilation of educational material by foreign students. The advantages of using innovative means of distance education are determined, which thanks to modern electronic educational systems allow students to receive quality higher education. Innovative technologies promote the development of cognitive interest in students, they learn to systematize and summarize the material studied, discuss and debate. In this regard, the reorientation of the system of higher education in Europe towards innovation is becoming the most important tool in ensuring the competitiveness of graduates in the labor market. In addition, the investment attractiveness of a university often depends on the innovative nature of the development of scientific, educational and practical activities of the subjects of the educational process, their inclusion in the national innovation system. The article analyzes that in the universities of the European Union in the training of specialists in the management of basic interactive methods, forms and tools are binary lecture, briefing, webinar, video conference, video lecture, virtual consultation, virtual tutorial, slide lecture, comp. utheric tests.

Various classes on slide technology took active forms during the training of management specialists.

1. Introduction

The relevance of the work lies in the fact that the introduction of innovative educational technologies is the basis for improving the quality and effectiveness of the educational process in higher education in the training of management personnel.

The study aims to identify the main innovative educational technologies in training management specialists, ensuring the implementation of socio-economic values and providing a successful competitive advantage for both the particular institution and the national level.

The purpose of the work predetermines the fulfillment of specific tasks:

- to consider the basic conditions of innovative development of education;

- investigate the main interactive methods, forms, and ways of training specialists in the EU countries.

The object of the study is innovative educational technologies. The subject of the research is innovative

educational technologies in training management specialists.

The sources of the study are the articles devoted to the innovative development of education in the EU countries.

The scientific novelty of the study consists in identifying the advantages of innovative educational technologies in the training of management specialists in EU countries.

The implementation of innovations in the pedagogical process improves the quality of management training and reduces the cost of achieving the usual educational results. It is the methods using interactive teaching methods based on an individual and differentiated approach that become the most relevant today when training management specialists.

Student-centered education allows the realization of personal and creative potential. The academic environment of the university in the EU contributes to the formation of such characteristics of management specialists as responsibility, independence, and striving for personal and professional growth. Interactive learning is an effective tool for such an approach. The advantage of assessing the learning outcomes of students on the educational trajectory is the focus on their achievement.

2. Theoretical Considerationes

Innovative educational technology is a system of ongoing measures to ensure the innovation process at a certain level of education. Novelties in education are a creative development of new ideas and principles, which in rare cases brings them to the typical projects that contain the conditions for their adaptation and application.

The types of activities distinguish pedagogical, supply, and administrative novelties. Two types of innovative phenomena are distinguished: pedagogical theory of innovation (innovations in the educational system) and innovative learning [7].

While pedagogical innovation theory is associated with the restructuring and modification, improvement and change of the educational system or its individual parts, characteristics, and aspects (creation of new regulations, new structure, models, teaching paradigms, forms of integration relations, etc.)), innovative learning is defined as a specific type of mastering knowledge and as a product of conscious, purposeful and scientifically sound activity in the educational process.

The process of the technologization of education appeared long before the term "technology". As far back as ancient times, the technologization of education was observed, namely in Spartan and Athenian education, as well as in the schools of Phoenicia three thousand years B.C. [15, p. 35].

Pedagogue Komenskyi Ya. A. is the author of the idea of technological education, for the first time he laid the foundation for interactive, problem-based training, and created interactive and project-based technologies.

German researcher I.F. Herbart saw the need for teachers to draft models of education and a technological map with certain algorithms of action.

The term "technology" for education was first proposed by the American educator J. Sully (1842-1923) in 1866. But in the 20s of the 20th century, there were significant changes in pedagogical science in the context of the innovative approach.

Since the mid-1930s foreign pedagogy began to "technical" the educational process, which was the beginning of the first phase in the development of educational technology on a global scale. The new stage of the process opened up the creation of devices for checking and controlling work. These discoveries began a technical revolution in learning. Therefore, educational technology became an indispensable learning tool in the pedagogical process [15].

In the '50s of the XX century, there was a shift from the concept of "technology in learning" to "learning technology". However, the attempts of researchers to improve the efficiency of the learning process, and to reduce the dependence of the teacher on the individual could not be limited to technical means. It was necessary to improve approaches to the learning process. Such requirements correspond to the program teaching, proposed by the American B.F. Skinner in 1954. It is the basis of educational technology.

In the mid-80s of the XX century, scientists combined the definition of this phenomenon B.F. Skinner and the concept of optimization of learning processes. For example, it was recognized that educational technology is the research, innovation, and application of the principles of successful optimization of educational processes based on new scientific and technical advances.

Due to the development and simplification of teaching technologies, the spread of computer use in teaching, "pedagogical technologies" and "educational technologies" began to be understood as a system of means, methods, and ways of organizing and controlling the educational process. In the late '70s, and early '80s of the twentieth century in pedagogical technology are distinguished two components: the use of a system of knowledge for practical solutions and the use of technology in the learning process [12, p. 33].

Modern innovative learning stimulates innovative changes in the existing culture and in the social environment. It acts as an active response to the problem situations that arise for each individual and society as a whole [15, p. 47].

Innovative educational technologies are now an integral component of modern education. Innovative educational technologies are considered a response of the educational system to the transition of society to the higher

stage of development and a response to the change in the goals of education.

Currently, there is an active formation of such innovative educational trends, Table 1 [10]:

Table 1: Innovative educational trends

Title	Features
Mobile Learning	It is predicted that shortly mobile learning will become an industry standard, and every applicant will have access to an educational interactive mobile app;
Microlearning	Provides for "face-to-face" training that will be open online to the general public;
Inclusive Mapping	Shortly, education applicants will be able to use geospatial technology and mapping to create a digital map of their knowledge, which they will share and learn from the maps of others from the comfort of their homes or offices. This will facilitate access to education for all, regardless of whether they have special educational needs;
More Interactive Video	Currently, there is a shift from static to interactive presentations, which will greatly improve the interaction between the speaker and the listener. This will facilitate the development and presentation of interactive training programs and video tutorials in virtual space;
Augmented Reality	With the help of interactive technologies, the aspirant will be identified with a specific actor of the virtual environment (body movements, voice recognition, etc.). This will expand interactive opportunities and personalize learning;
Mobile Apps	To enhance the personalization of learning, it is expected to increase the number of educational mobile applications, which will help bring educational content closer to education applicants and allow teachers to organize interesting and dynamic online classes.

The peculiarity of education in the countries of the European Union is the use of innovative technologies. In innovative training of experts of management of the European Union application of slide lectures, computer tests, various educational programs, books, and materials in the whole online form is observed [7].

Active forms in the training of experts of management have got various classes on slide technology. This was greatly facilitated by special seminars for the faculty, where interesting reports on the experience gained both inside and outside the university were discussed. A large part of the academic disciplines are equipped with electronic versions of lectures and relevant slides.

Universities in the European Union have created methodological support for the process of preparing and conducting lectures using modern multimedia technologies. The possibility of viewing lectures online in the university library leads to the intensification of the learning process due to freeing up time for taking notes during lectures and using it for discussion with lecturers and clarification of topical problems.

Educational technologies are associated with increasing the effectiveness of training and education and are aimed at the end result of the educational process: training highly qualified management specialists [7], which:

- Have fundamental and applied knowledge;

- Are able to successfully master new, professional and managerial spheres, flexibly and dynamically respond to changing socio-economic conditions;

- Have high moral and civic qualities in the conditions of innovative educational space.

State of innovation and educational technologies in Ukraine and EU countries, Table 2:

Table 2: The state of innovation and educational technologies in Ukraine and EU countries

	Ukraine	EU countries
Logistical support	Outdated material and technical support for higher education.	State-of-the-art logistics
Integration into the world's educational and scientific space	Weak and asymmetric integration into the world educational and scientific space.	Highly integrated into the world's educational and scientific space.
Competitiveness in the labor market	The presence of a significant number of non-competitive institutions of higher education.	The attractiveness of European education for potential applicants, taking into account the possibility of obtaining

		competitive knowledge in today's market and the further realization of professional ambitions.
Involvement of participants in the educational process in scientific and innovative activities	Low level of involvement of participants in the educational process in scientific and innovative activities.	High level of involvement of participants in the educational process in scientific and innovative activities.
Development of distance learning systems	Average development of distance learning systems due to the lack of technical support;	The high development of distance learning systems.
Level of educational employees to use information technology	Average level, the unpreparedness of educational staff to use information technology.	High level, the ability of educational staff to apply information technology in the educational process.

One of the important components of the acquired competencies of management specialists is the ability to work in a team, quickly adapt to the group and do their part; build business relationships; convince colleagues of the correctness of the proposed decision; admit mistakes and accept another's point of view; manage and obey depending on the task assigned to the team; restrain personal ambition and come to the aid of colleagues.

The method of formation of this quality is practical exercises with the use of business games, discussions, and multimedia programs, which allows revealing the professional skills and abilities of each of the participants, as well as the peculiarities of interaction with team members. The main interactive methods, forms, and means of training specialists in the EU countries are binary lecture, briefing, webinar, video-conference, video-lecture, virtual consultation, and virtual tutorials.

A binary lecture (lecture-dialog) provides a presentation of the material in the form of a dialogue between two teachers, e.g., a scientist and a practitioner, representatives of two scientific fields. A binary lecture helps to involve future specialists in the discussion of the offered problems. Thus, future specialists learn to conduct polemics and justify their own opinions, acquiring communicative skills.

A briefing is a short press conference on a single issue. The main difference: there is no presentation part. During the training, future management specialists are offered to simulate a press conference with two students, one of them playing the role of a journalist and asking questions. Thus, management specialists learn to present themselves in public using knowledge of public speaking.

Webinar (from the words "web" and "seminar") is a "virtual" workshop organized with the help of Internet technologies. The webinar is characterized by the main feature of practical training - interactivity. Future management specialists are offered to set a topic in advance, during the webinar they listen to the report and ask questions [14].

During the training of university specialists in the European Union countries award, a video lecture by means of videoconferencing is applied. Videoconferencing is a field of information technology that provides simultaneous two-way transmission, processing, reprocessing, and provision of interactive information at a distance in real-time using hardware and software for computing technology.

Video lecture - filmed lecture with the schemes, tables, photos, video fragments, and illustrations of the material not specified in the lecture. Video lecture helps in the training of future management specialists for effective assimilation of information because the student can view the lecture material at any moment. Thus, during the preparation of a video lecture, the lecturer can more add a variety of schemes, and visual content [13].

Very common in the training of potential management specialists in the EU countries is virtual consultation. Virtual consultation is a student's independent study of interactive learning materials, which allows to get the basic amount of learning information, and performance of written tasks - to develop skills of practical use of course concepts from their own experience.

The virtual tutorial is used in the training of masters of management in the EU countries to consolidate and correct the independently acquired knowledge and skills, to develop skills of group activities, and to share experiences with other participants. Tutorials are conducted with the use of active teaching methods (group discussions, business games, case solutions, trainings, and brainstorming sessions).

Also, the classes of future management specialists depict the activities of any organization, company, or their department.

Future management specialists simulate participation in events, activity in a business meeting, discussion of plans and situations, discussion of the event, or implementation of activities in the office of the head of the workshop, meeting room. The scenario of game simulation in addition to the plot of events contains a description of the structure, purpose, and purpose of the simulated process and the

object of the role-playing games. These games practice the tactics of behavior, actions, the performance of functions, and the responsibilities of a particular person. For the role-playing game, a model is developed - a sand situation, where role roles with "obligatory contents" characterizing different interests are distributed between the participants; a conflict situation always arises in the process of role-playing. Students who do not participate, observe the course of the game, and participate in the final analysis of the game. Common in the training of future management specialists in the EU countries is "Business Theater" (method of staging). In it, any plots are played out, the behavior of people in these situations [15].

The future management specialist should enter the image of a particular person, understand his actions, assess the situation, and find the right behavior. For the staging technique a scenario is created, in which specific situations, functions, duties of a specific person, and tasks of performance are described.

Thus, management specialists learn to navigate in different environments, give an objective assessment of their behavior, consider the abilities of others, and influence the interests and needs of others without paying attention to the formal attributes of authority and order.

3. Conclusion

Innovative pedagogical technology is a procedurally structured set of techniques and methods aimed at the study, actualization, and optimization of the innovative pedagogical activity, which results in the creation and materialization of innovations that cause qualitative changes in education. The current level of development of innovative technologies in the educational process leads to a noticeable displacement of traditional forms of presentation of material by multimedia technologies. Today, almost all EU universities have modern information and technical means to conduct classes with multimedia technology, which allows you to conduct classes not only in specialized multimedia but also in any classroom of the university. The main interactive methods, forms, and tools for training management specialists in the EU countries: binary lecture, briefing, webinar, videoconference, video lecture, virtual consultation, virtual tutorial, slide lecture, and computer tests. Various sessions on slide technology have become an active form of training specialists. The method of staging is widespread in training potential management specialists in the EU countries, with the help of which students learn to navigate in different circumstances, to give an objective assessment of their behavior.

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Kryvoshein Vitaliy, Head of the Department of Sociology Doctor of Political Science, Professor Oles Honchar Dnipro National University, Faculty of Social Sciences and International Relations, Department of Sociology, 72, Gagarin Ave, Dnipro, 49010, Ukraine, 1-704@i.ua, ORCID   0000-0002-3380-7850

Vdovenko Nataliia
Dr. Sci. in Economics, Professor Head of the Department of Global Economics, Department of Economics National University of Life and Environmental Sciences of Ukraine, Faculty of Economics, Global Economics, Heroyiv Oborony 15, 03041 Kyiv, Ukraine,   nata0409@gmail.com,   https://orcid.org/0000-0003-0849-057X

Buriak Ievgen, Doctor of Science in Economics Associate Professor Professor of Management Department Kremenchuk Mykhailo Ostrohradskyi National University, Pershotravneva str., 20, Kremenchuk, Poltava region, Ukraine, 39600
ORCID
https://orcid.org/0000-0002-8039-004X
Researcher ID
https://publons.com/researcher/ 3495756/ievgen-buriak/
Scopus Author ID*
https://www.scopus.com/
authid/detail.uri?authorId=57220195253

Saienko Volodymyr, DSc. (in organization and management) Professor Academy of Management and Administration in Opole (Poland)45-085 Opole (Poland), ul. Mieczysława Niedziałkowskiego 18, saienko22@gmail.com, ORCID   0000-0003-2736-0017

Kolesnyk Anna, PhD Flight Academy of the National Aviation University, Faculty of Management, Department of Information Technology , Kropyvnytskyi, Kirovohrad Region, Dobrovolskyi 1A Str,Ukraine, 25005, Senior Lecturer of the Department of Information Technology, annakol2603@ukr.net
ORCID 0000-0003-3089-815X