Fundamental changes in the socio-economic life and the state-political structure of Ukraine necessitated the modernization of the higher education system. Together with science, social and political institutions, culture, the higher education system is becoming the most important factor in creating an innovative economy in Ukraine on a fundamentally new technological basis, a key means of developing human potential and ensuring democratic freedoms of a highly moral, intellectually and physically developed individual.

The crisis of the vocational education system testifies to the gap between the dramatically changed living conditions and the educational system, its goals, types, content and learning technologies. The traditional teaching technology based on the logic of science should be supplemented with new technologies based on the laws of cognitive activity. The main figure in the educational process is the student himself, who acts not as an object, but as a subject of learning.

The traditional organization of teaching and learning is based on the assumption that the teacher is an expert, and the students are passive recipients of knowledge. This organization of the educational process suppresses the incentives for open discussion necessary to identify and mitigate differences between subgroups. Dependence in obtaining knowledge from the teacher inhibits the development of subconscious thinking skills of a higher order of intercognitive skills, which are valued in the modern economy. Students do not actively interact with the learning content and, thus, do not participate in the processes of selection, assessment, control and formulation of problematic tasks. They don’t have much opportunity to learn by trial and error. Such dependence in obtaining knowledge from the teacher inhibits the development of problem-solving skills, suppresses initiative and disrupts the self-education skills necessary for solving various problems and tasks (WOLLACH, KOGAN, 1965).

There is so much knowledge, and professional skills have become so diverse and even sophisticated that it became impossible to convey knowledge in full and, accordingly, it became impossible to form qualities at the required level by traditional means.

In modern times, approaches to the theory and practice of education and upbringing are changing noticeably under the influence of the processes of globalization, integration, computerization, the introduction and use of the Internet, media, distance, student-centered learning. All this leads to the use of innovative educational technologies. Thus, the relevance of the chosen topic is justified.
The Ukrainian education system has already come close to introducing innovative technologies and methods into the educational process on a large scale, one of which is the case method.

It seems that the contradictions between the urgent need to introduce innovative methods, one of which is the case method, into the educational process at the university and the lack of theoretical work on the use of this method in relation to the humanitarian sphere in general and the economy in particular, as well as the lack of theoretical justification and description of the process of creating an educational and methodological case, a component of which is its algorithm, which integrates the content side of this process and its psychological and pedagogical aspect within the framework of a personality-oriented approach.

The above contradictions led to the formulation of the problem, the essence of which lies in the need for theoretical substantiation and practical integration of innovative technologies, in particular the case method, into the educational process.

THE INITIAL PRESUPPOSITIONS
In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS
Innovation (innovation) is the process of introducing new transformations in various fields of activity, as well as in production and industry. The result of this transformation is innovation. Any innovations are inevitable, they are generated by changes in society and the logic of development, which involve significant changes in the labor process of all enterprises and organizations every 5-10 years. The essence of innovations is the work to achieve new results, means and methods of obtaining them, to overcome the backward or routine elements of traditional activities.

Very often, when introducing educational innovations in educational institutions, technical and organizational issues are highlighted, and the training of a technologist-teacher and student-consumer of educational services goes to the periphery of the attention of managers. Meanwhile, the lack of elaboration of these two key issues (rejection of changes by the teacher and the unpreparedness of students for them) is the main brake on the widespread introduction of innovations into the educational process. The modern educational space consists of two types of pedagogical processes - innovative and traditional. Pedagogical innovation is a theoretically grounded, purposeful and practice-oriented innovation that is carried out at three levels: macro-level, meso-level, and micro-level.

At the macro level, innovation affects changes in the entire education system and leads to a change in its paradigm. At the meso-level, innovations are aimed at changes in the educational environment of the region, in specific educational institutions. At the meso-level, we are mainly talking about the creation of new educational institutions based on new conceptual approaches. Today in Ukraine there are four types of educational institutions: elite, opportunistic, experimental and traditional. At the micro level, innovations are aimed at creating new content for both a separate course and a block of courses (for example, environmental or humanitarian); or to develop new ways of structuring the educational process; or to develop new technologies, new forms and methods of teaching. At any level, educational innovation develops in five stages.

The first stage is the initiation of an innovation and a decision on the need to introduce innovations of a certain type. Initiation can be caused by an internal motivation of the leader of the organization, but most likely the reason is external or internal pressure: an order from the ministry, an order from the industry for a new specialist, changes and processes within the...
organization itself. Normally, the innovation strategy and analytical work on its implementation should be carried out by a leader in the rank of rector, vice-rector and dean (director, head teacher). In practice, however, often the initiative for innovation comes not from above, but from below - from educators-innovators.

The second stage is theoretical, i.e. substantiation and study of innovations on the basis of psychological and pedagogical analysis, forecasting how the innovation process will develop and what are its negative and positive consequences (economic, legal, etc.). This stage is the most difficult, since pedagogical reflections and the ability to "think of a different pedagogical reality" presuppose:

- possession of psychological and pedagogical theory;
- ability to build your ideas into a single concept;
- justification of the necessity or inevitability of innovation;
- highlighting the factors contributing to the introduction of innovation.

This stage also presupposes information support of the planned innovation. Careful work at the second stage entails success at the stage of introducing innovations into the pedagogical process.

The third stage - organizational and practical - is the creation of new structures that contribute to the development of innovation: laboratories, experimental groups, etc. These structures must be mobile, autonomous and independent. At this stage, it is important to find supporters of the innovative idea, especially from among the influential and authoritative persons in the organization. In addition, it is necessary to anticipate the attitude to innovation of many other employees from among those who are directly affected by these innovations. This stage of the innovation process ends with the conviction of the majority of members of the organization of the need for innovation and the creation of a favorable emotional and motivational background.

The fourth stage - analytical - is the generalization and analysis of the resulting model. At this stage, it is necessary to realize at what level the innovation process is carried out; correlate the state of the educational institution as a whole (or the state of teaching a specific subject) with the predicted state that was supposed to be achieved as a result of the innovation. If the match did not take place, it is necessary to find an answer to the question: why?

The fifth stage is implementation, it can be trial, and then complete. Success at this stage depends on three factors:

- from the material and technical base of the educational institution (or educational environment) where the innovation is carried out;
- from the qualifications of teachers and managers, from their attitude to innovation in general, from their creative activity;
- on the moral and psychological climate in the organization (the degree of conflict, the degree of cohesion of employees, staff turnover, public assessment of their work, etc.). Thus, the introduction of innovations in higher education is largely hindered by the high level of conflict along the lines of “teacher - student” and “teacher - teacher”.

The structure of innovative activity can be described in different aspects: axiological, reflexive-activity, socio-psychological, etc. The axiological approach to innovative activity reveals it from the standpoint of the value attitudes of the teacher. In the process of mastering an innovation, the teacher assigns universal cultural and pedagogical values to the extent that the level of development of self-awareness and the depth of the inner world allow him.

RESULTS AND DISCUSSION
The modern educational space consists of 2 types of pedagogical processes - innovative and traditional (IASECHKO, KHARLAMOV, SKRYPCHUK, FADYEYeva, GONTARENKO, SVIATNAIA, 2021). Innovation is a theoretically grounded, purposeful and practice-oriented innovation that is carried out at 3 levels: macro-level, meso-level and micro-level.
At the macro level, innovation affects changes in the entire education system and leads to a change in its paradigm. As a rule, they are a consequence of changes taking place in society (country, world, society) (WHITE, FREDERIKSEN, INQUIR, 1998).

I. Elite educational institutions:
1. Forms of control: within the system are very hierarchical.

Education system: based on the principles of personal responsibility with inherited class values, focused on individual training and education.

Basic target orientation: Leadership training.

Typical Forms: Selective private schools with an academic bias and a defined set of values. Students have their own symbols: clothing, anthem, rituals, clubs.

II. Market-oriented educational institutions:
1. Forms of control: autonomous control of individuals who pay for themselves and see themselves as consumers.

Education system: focused on the supply and demand market, seeks to maximize individualized learning.

Basic orientation: vocational training for education consumers.

Typical forms: private schools, universities, influenced by the customer. Private tutoring system. Maximum personalized.

III. Experimental institution:
1. Forms of control: autonomous control of the scientific supervisor or a group of persons who determine the pedagogical process.

Education system: based on a pedagogical or ideological project; addressed mainly to a group of children or adults (non-mass quantity) (YOVENKO, NOVAKIVSKA, SANIVSKYI, SHERMAN, VYSOCHAN, HNEDKO, 2021).

Basic orientation: integration into a common system without loss of individuality (or, on the contrary, confrontation with traditional systems, depending on the central idea).

Typical forms: private experimental or author’s schools; community educational institutions.

IV. Traditional educational institutions:
1. Forms of control: hierarchical control over individuals within the system (IASECHKO, M., IASECHKO, S., SMYRNOVA, 2021).

Education system: based on formal administrative responsibility; focused on generally accepted standards of culture and education; addressed only to collective education.

Basic orientation: at school - this is the integration of a significant part of the population; in universities - the implementation of the state order for the graduation of specialists.

Typical forms: state general education schools; state universities that exist in conditions of limited funding. Very bureaucratic.

The division of educational institutions in Ukraine, therefore, proceeds not on ideological, ethnic or religious grounds, but on social criteria and status. Since in society today access to material values and benefits is determined not by intelligence and education, nor by the social usefulness of knowledge (for example, mathematics or medicine are very highly useful industries from the point of view of social development), but is determined by the status positions of the emerging middle class, the number of educational institutions of elite and commercial types.

At the micro level, innovations are aimed at creating new content, either a separate course or a block of courses (for example, environmental or humanitarian); or to develop new ways of
Innovative technologies for the implementation of educational activities in higher education institutions

ISSN: 2446-6220

structuring the educational process; or to develop new technologies, new forms and methods of teaching (WHITE, FREDERIKSEN, INQUIR, 2021).

At any of the levels, innovation can be viewed as a theoretically grounded, purposeful and practice-oriented innovation. At any level, innovation develops in 4 stages:

- theoretical; those. substantiation of innovations based on psychological and pedagogical analysis; forecasting how the innovation process will develop and what are its negative and positive consequences;
- organizational and practical;
- analytical (generalization and analysis of the results obtained);
- innovative.

Each of the stages has its own tasks and content. The most difficult is the first stage, since pedagogical reflections presuppose mastery of psychological and pedagogical theory, the ability to build up your ideas into a single concept, substantiate the necessity or inevitability of innovations, and highlight the factors that contribute to the introduction of innovations. This stage assumes information support of the planned innovation. Careful work at the first stage entails success at the stage of introducing innovations into the pedagogical process.

The second stage is the creation of new structures that facilitate the development of the innovation. These structures must be mobile, autonomous and independent. At the third stage, it is necessary to realize at what level the innovation process is carried out; correlate the state of the educational institution as a whole (or the state of teaching a specific subject) with the predicted state that was supposed to be achieved as a result of the introduction of the innovation (ZIMMERMAN, 2021).

If the match did not take place, it is necessary to find an answer to the question: why? Success at the implementation stage depends on two factors: on the material and technical base of the educational institution (or educational environment) where the innovation is carried out, and on the qualifications of teachers and managers, on their attitude to innovations in general, and on their creative activity. Any innovation requires increased emotional and intellectual costs from employees, therefore, this work should be paid adequately. Due to the aforementioned problems (professionalism of the teaching staff; material and technical base and public assessment of labor), innovations in education make their way long and painfully.

If we analyze the system of differences between traditional education and innovation and identify pedagogical ways of implementing innovative activities, then this analysis will lead us to the idea of the need to change teaching technologies.

The most common definition of learning technology is the following: learning technology is a way of implementing the learning content provided by curricula, representing a system of forms, methods and teaching aids, and this system ensures the most effective achievement of the set didactic goal. The sequence of development of training technology can be represented by the following diagram. Thus, education is a part of culture, and changes in its depths change the way people live, and therefore lead to innovations in education. In the post-industrial period of human civilization, which many scientists call information and innovation, knowledge and education are becoming key concepts.

It is gratifying that today there is not only an innovative structure of teaching, but also the reflective activity of teachers. Understanding of innovative processes is grouped, in our opinion, around the following questions (topics):

- what is the nature, features and differences of the innovation process;
- who are the subjects of this process, how this subjectivity is manifested;
- through the solution of what problems the innovation process unfolds;
- what types (types) of innovations in education are clearly identified;
- areas of innovation;
the teacher’s readiness (psychological, methodological, cognitive) to use innovations in the educational process;
Is it possible to learn someone else’s innovative experience, and if so, how?
motivational support of innovative processes in an educational institution;
learning technologies and their role in education reform.

Note that the situation today is quite ambiguous: pedagogical theory has developed a number of effective didactic systems, but the introduction of these innovations into widespread practice is not everywhere.

The concept of “innovative education” in the literature is considered as a bipolar construction: a number of authors consider innovation from a philosophical-theoretical point of view, others describe the rationalization of the educational process through the use of some factor, for example, active teaching methods or technical teaching aids. Meanwhile, the meaning of educational innovations lies in their applied nature: they are designed to form the innovative thinking ability of a university graduate (SHERMAN, MARTYNYSHYN, KHLYSTUN, CHUKHRAI, KLIUCHKO, SAVKIV, 2021).

Rapidly changing living conditions are prompting society and education as part of it to take a fresh look at what is called “human capital”. It is the vocational school that is called upon to develop mechanisms and technologies for the formation of innovative thinking. Technologies serve as a link between theory and practice, higher education and life; they can be considered the channel through which professional knowledge is transmitted into the educational system. Therefore, by innovative higher education we mean education that is based on new knowledge and innovative dynamics. By innovative dynamics we understand the logical sequence of technologies for transforming new knowledge into technical or social reality, the transformation of scientific knowledge into a product or service. The characteristic properties of innovative education are anthropocentrism, self-government, and professionalism. The goals of innovative education are:

- ensuring a high level of intellectual, personal and spiritual development of the student;
- creation of conditions for mastering the skills of a scientific style of thinking;
- teaching the methodology of innovations in the socio-economic and professional spheres.

Innovative education focuses on the student and the teacher, considering them to be subjects of the educational process. Their interests - spiritual, intellectual, cultural - serve as a prerequisite for the formation of professional thinking, and therefore are brought to the center of attention of such education. Anthropocentrism as a property of innovative education presupposes a high level of student independence, his / her ability to self-government; a high level of pedagogical competence, initiative and technological functional literacy is required from the teacher.

The key concept of innovative education is the concept of "professionalism". Professionalism in higher education pedagogy is understood through the prism of quality, quality standard, and reference level. Most teachers understand professionalism as:

- a certain level of skill in solving professional problems;
- the ability within the framework of their profession to perform reliable, trouble-free activities;
- creativity in non-standard situations, search for effective solutions;
- high intellectual and personal level of development;
- availability of key qualifications and competencies (PISKUNOV, IASECHKO, YUKHNO, POLSTIANA, GNUSOV, BASHYNSKYI, KOZYR, 2021).
The traditional educational process at the university provides students with educational knowledge, but the binding of this knowledge to a specific professional activity occurs sporadically, for example, during coursework, undergraduate or industrial practice. It is clear that it is rather difficult to equip a student with real professional knowledge and qualities in these conditions. Innovative education is focused on the formation of professional knowledge and qualities in the process of mastering innovative dynamics, for example, in the process of mastering typical innovations through an electronic reader, where typical innovations are presented, demonstrating the course of development of a given professional field of activity, professional tasks of an integral type are collected.

Thus, the concept of professionalism becomes an integral quality of a graduate, which he synthesized himself in the process of his studies. A student’s awareness of himself as a professional affects the outcome of the educational process, since it activates the motivation for self-development, which, in turn, turns the learning process into a source of meeting the needs of a developing personality. As a result, the student makes a real transition from the formal-legal (the student as a subject of education) into the state of actual anthropocentrism (the student is the subject of his own life).

CONCLUSION
So, innovative education builds the educational process as a movement from social and general cultural knowledge and skills of one’s profession (from profession to culture) to technological ones, which give it an understanding of the ways and methods of solving professional problems, and from them to methodological ones, which allow tracking the dynamics of changes in the quality of one's professional activities (from technology to innovative thinking).

Innovative thinking is formed in a student if, firstly, he is actively motivated in learning, implements the requirements of self-management, individual self-government to achieve ambitious (in a good sense of the word) life goals; secondly, if the educational process reflects the full life cycle of professional activity with its innovations and contradictions. All of the above allows us to conclude that the leading functions of innovative learning can be considered:

- intensive development of the personality of the student and teacher;
- democratization of their joint activities and communication;
- humanization of the educational process;
- focus on creative teaching and active learning and student initiative in shaping oneself as a future professional;
- modernization of means, methods, technologies and material base of training, contributing to the formation of innovative thinking of the future professional.

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Innovative technologies for the implementation of educational activities in higher education institutions

Resumo

O artigo investiga e propõe uma hipótese: se analisarmos tecnologias pedagógicas inovadoras, desenvolvermos recomendações específicas com base no método do caso, a eficiência da aprendizagem aumentará, nomeadamente, este método afeta a profissionalização dos alunos, promove o seu madurecimento, forma o interesse e a motivação positiva em relação ao estudo.


Abstract

The article investigates and proposes a hypothesis: if we analyze pedagogical innovative technologies, develop specific recommendations based on the case method, then the learning efficiency will increase, namely, this method affects the professionalization of students, promotes their maturation, forms interest and positive motivation in relation to study.

Keywords: Creative learning. Innovative teaching. Higher education. Teaching technology.

Resumen

El artículo investiga y propone una hipótesis: si analizamos tecnologías pedagógicas innovadoras, desarrollamos recomendaciones específicas basadas en el método del caso, entonces aumentará la eficiencia del aprendizaje, es decir, este método incide en la profesionalización de los estudiantes, promueve su maduración, genera interés y motivación positiva. en relación al estudio.