

ИННОВАЦИОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ В ЭКОНОМИЧЕСКОМ ВУЗЕ

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В статье представлены инновационные образовательные технологии, используемые в преподавании дисциплин в экономическом вузе. Методологические основы инновационных технологий включают системный, информационный и деятельностный подходы, организацию аудиторных и внеаудиторных форм работы на разных этапах обучения, направленного на самостоятельное решения нестандартных экономических задач в будущей профессиональной деятельности. Авторами уточнено понятие и функции компетентностно-ориентированного подхода к обучению в высшей школе. На основе пятилетнего опыта работы Владимирского филиала Финансового университета при правительстве Российской Федерации (2014-2019 гг.) предложена система внедрения инновационных образовательных технологий и методов обучения студентов бакалавриата в рамках образовательной программы 38.03.01 «Экономика» на всех этапах образовательного процесса.

КЛЮЧЕВЫЕ СЛОВА: экономический вуз, инновационные технологии в образовании, компетентностно-ориентированный подход, профессиональные компетенции, аудиторные и внеаудиторные формы обучения, профессиональные качества специалиста

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INNOVATIVE TRAINING TECHNOLOGIES IN ECONOMIC UNIVERSITY

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The article is focused on the innovative training technologies in teaching high school students of Economics. The methodological principles include systematic, information and action-related approaches, curricular and extracurricular forms of work in teaching and learning suitable for independent solution of non-standard economic problems in future professional activities. The article considers the notion and functions of the competency-based approach in the training process of high school. The 2014-2019 experience of the Vladimir branch of Financial University under the Government of the Russian Federation makes it possible to implement the innovative training methods and technologies in the traditional educational process in economic university.

KEY WORDS: economic university, innovative training technologies, competency-based approach, professional competencies, curricular and extracurricular forms of learning, professional features of an expert

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Introduction

The present-day society is constantly demanding to meet new requirements for professional training and higher vocational education. The former qualification approach was focused on the contents of the educational process, whereas the competency-based approach is aimed at transferring certain knowledge and skills to students in order to help them navigate the dynamically changing reality, analyze and plan their own development in the professional field, find quick and most suitable management decisions.

The competency-based approach in Russian universities is based on innovative educational technologies in teaching micro- and macroeconomics, basic and applied economic disciplines that makes it possible to implement the interactive teaching methods and stimulate the cognitive activity of students, boost their ability to search independently, process information, apply their knowledge and skills and handle non-standard economic issues.

The development of such methods is a natural consequence of the currently observed feedback effect and the interplay of the teaching activity of a teacher and

the cognitive activity of students. It tends to be the main principle of personality focused education in learning and professional self-determination.

Materials and methods

The implementation of the competency-based approach to learning requires building a new model of the education process, including the results of education, the mechanism of the education process and its management system. Scores of researchers have been facing this task, considering the problem of finding effective ways to develop and implement a competence-based approach relevant and timely.

The review of foreign and Russian literature on the problem of a competency-based approach (A.L. Andreev, V.A. Bolotov, E.F. Zeer, I.A. Zimnyaya, T.E. Isaeva, V.V. Kraevsky, O. E. Lebedev, P.S. Lerner, R.P. Milrod, A.M. Novikov, A.Yu. Petrov, S.B. Seryakova, A.V. Tikhonenko, G.S. Trofimova, Yu.V. Frolov, V.D. Shadrikov, B.D. Elkonin, C. Belisle, M. Frenz, L. Perez, and others) indicates that presently there is neither single understanding or interpretation of this pedagogical category, nor generally accepted definitions of its methods and technologies [Zeer, Pavlova, Symanyuk, 2005; Hall, Quinn, Gollnick, 2016; Ovbiagbonhia, Kollöffel, den Brok, 2019].

According to O.E. Lebedev, it is possible to present the competency-based approach as a system of basic principles focused on the tasks and contents of education, organization of the education process and assessment of education results [Lebedev, 2004: 5]. The range of these principles is represented as follows:

- the purpose of the education process is the ability of students to solve issues in various fields of activity independently, relying on their own knowledge and social experience transferred during the training;
- the adaptation of social experience is the main element of the education process that helps to solve cognitive and moral issues;
- the education environment is the basis for organization of the education process that helps to make cognitive, organizational and moral decisions;
- the level of education makes it possible to assess the education results at all stages of training [Kazakova, 2007].

The current study is focused on considering innovative education technologies in teaching of students of Economics as one of the most effective ways to extend the contents of education and transfer didactically adapted social experience to students for them to handle non-standard economic issues in their further professional activity.

The analytical review of innovative educational technologies is likely essential since the competency-based approach is generated by the global and European integration of education and globalization of economy. The present-day requirements for the quality of education prove the need for non-traditional teaching methods. As a result, student accomplishments might include:

- sound knowledge of the subject;
- knowledge validation in practice;
- interdisciplinary links;
- processing of any information;
- information technologies;
- ability to work in a small group or a team.

The productivity of students' professional activities today totally depends on the dynamically developing economic environment and the implication of information technologies in the process of learning. Such conditions encourage students to learn how to adapt the changing environment, analyze standard and non-standard situations, and make well-planned economic decisions. Thus, the prospects of innovative methods and interactive teaching technologies aiming at enhancing the professional training of future economists seems to be clear and obvious.

The empirical evidence of the study is based on the analysis of innovative, non-standard, interactive methods of teaching students of Economics that have been applied in the learning process at the Vladimir branch of Financial University under the Government of the Russian Federation for five years (from 2014 to 2019). Moreover, the study considers the results of the opinion survey relating to the students' satisfaction in obtaining didactically adapted social experience at

different stages of their study and its benefits for the ability to handle a non-standard economic issue and make an independent decision in the future professional activity.

Results and Discussion

The results of the opinion survey of students of Economics in the Vladimir branch of Financial University relating to their satisfaction in obtaining didactically adapted social experience at different stages of their study and its benefits for the ability to handle a non-standard economic issue and make an independent decision in the future professional activity show that 96% of students note their capability for productive communication while solving a non-standard training task which encourage them to demonstrate their involvement, initiative and creativity in getting beneficial outcomes.

The range of non-standard teaching methods and techniques is quite wide. The classroom classes include problem-focused lectures, mini-conferences, video conferences, briefings, round tables, guided discussions, business games, brainstorming, simulated and real case-studies, etc.

Extracurricular forms of work include analysis of information systems, webinar sessions, feedback from the teacher by e-mail, on a personal website or in social networks.

Personal motivation and active involvement of students in the education process, aiming at acquiring the universal knowledge, practical skills and professional competencies, are typical for the first group of methods. The teacher is considered to plan the interactive part of the educational material nice and thoroughly since the quality of educational effect depends on the current monitoring of discussion issues [Miquelon, Vallerand, Grouzet, Cardinal, 2005; Osmani, hindi, Weerakkody, 2018].

Today the education process witnesses the shift in focus to the independent work of students due to the time scarcity of lecturing. It makes the demands to the quality of the lecture materials and the way it is presented in class go high. Let us consider the innovative methods of classroom and extracurricular work that have

been tested in teaching students of Economics in the Vladimir branch of Financial University [Malygin, Andreeva, Alexandrova, etc., 2017].

Lecturing

Lecturing is one of the formal prepared forms of training within the structure of the education process. The information to be transferred determines the lecture type. The types of lectures can be classified as follows: informational (reviewing explanatory and illustrative material), interactive (posing questions for students), problematic (considering the solution of the problem), visualized (providing visual information), intentional (supposing planned errors).

The implication of the visualization lecture type into the education process results in the principles of problem-focusing and visual representation of information. This method involves demonstration of drawings, structural logic diagrams and charts on the multimedia technical tools. The key emphasis of this lecture is a visual image included in the thought process, which boosts the efficiency of perception, understanding and assimilation of information. It affects the quality of learning and contributes to the achievement of professional goals.

In fact, great amount of information transmitted to the recipients during the lecture is likely to be one of the key characteristics of economic disciplines. Visualization makes it possible to systematize and highlight the most important theoretical elements contributing to a better comprehension and perception of information.

The visualization lecture type can be a two-way process with students being both the recipients and the creators of the information. In the first case, the lecturer acts as a knowledge provider. The second case is more attractive since the students are likely to show independence while searching, processing, determining and modelling the information and the ways to visualize it applying to their skills, intellectual and professional potential.

The intentional lecture with planned errors is another method of classroom lecturing, which requires the teacher's great responsibility, competence and ability to carefully select the material for mistakes and mask them in the lecture text. The

mistakes can be classified in two levels: the first is focused on the knowledge and use of terminology, the second is more complex, involving the systemic and focal points of the discipline on the curriculum.

The teacher's didactic goals are achieved when students can discover all planned mistakes, correct them and suggest true statements. Not only does it obviously indicate the high-quality theoretical knowledge, but also shows the practical skills of students to navigate their learning materials and assess the current situation.

The subject mastery is possible due to the development of knowledge and practical skills in the run of preliminary preparation and general classroom discussion of the individual benefits. Therefore, practical and seminar classes should be nicely thought out and planned.

Case study

One of the most effective methods for practical training is case study, which has the following algorithm:

- the teacher provides the students with a universal model for searching information relating to a specific topic;
- the self-study guides the students to process the primary facts and data, diagnose the problem, identify direct and alternative solutions;
- the case study, well-planned and prepared, is carefully discussed in class that encourages the participants to generate additional solutions.

The case study in Economics-related disciplines seems to be reasonable in two aspects:

1. The students are puzzled with a certain type of problem and straight away encouraged to search the relevant information. Such microeconomics blocks as market equilibrium, consumer behavior at the market, cost and performance management of a company, factor markets and income distribution are likely to be problematic.

2. The students are not puzzled with a certain type of problem at once. The teacher motivates them to collect a wide range of information about all possible

potential problems of market equilibrium / disequilibrium, financial activities of a company or a household, etc. Next the students are involved into the discussion of some crucial points and aspects of the problem with the possible ways out.

The following sections are typical for case study learning in Economics-related disciplines:

- facts about the market or company, their financial activity;
- facts on external factors and their impact on the economic activity of the objects under study;
- a certain situation of concern;
- additional facts and background;
- disputable issues.

The key outcome of case study learning and teaching is a work out of a possible solution to a problematic situation, while the ready-made solution is never voiced out by the teacher in the run of the discussion in order to stimulate alternative ideas and solutions.

The teacher is due to summarize the outcomes, comment and give possible recommendations. The case study makes the students gain practical skills in handling with problematic situations, consolidate their available theoretical knowledge, diagnose the issue, search, select and process the relative information, identify the logical, analytical and methodological mistakes made earlier, and propose reasonable solutions.

Interactive English/German teaching

Interactive teaching methods (business games, country-study quizzes and shows, drama performances, phonetic competitions) seem to be effective forms of training not only for basic professional disciplines, but also for acquiring the relative communication skills and the ability to speak on any subject of the professional field in a foreign language. Modern scholars consider that the cultural and linguistic competence of a modern linguistic personality is developed if all the participants are involved into a two-side conversation (teacher – student and student – student), which defines the basic concept of interactive learning.

In 2014-2019, the Vladimir branch of Financial University traditionally has been carrying out a project “My Company - My Business”, which makes it possible to apply interactive technologies in English and German and teach the students to use communicative tools in non-standard speech situations. The key tasks are focused on using English/German to explain the choice of the imaginary company, its business plan, financial strengths, competitive strategies and creative ideas for business development.

Outlined discussion

Outlined discussions (training, scientific or problematic), based on students' essays, reports and theses, enjoy the deserved popularity with the students and teachers of the Vladimir branch of Financial University as one of the forms of in-class activity. Preparation motivates students to express their views, pose argumentation, provide examples from social and personal experience. Outlined discussions make it possible to see the issues that have caused the greatest argument.

The teacher's role is a mentor or moderator who aims at encouraging students to indicate the problem and handle it naturally, applying to the views of the participants, making them clear and obvious. The students, in turn, gain key competencies while working independently or as a team, try their hand in handling non-standard issues in practice.

Extracurricular activities

Extracurricular activities include a set of methods relating to information technologies and Internet sources, feed back between students and teachers, exchange of tasks and corrections, counselling on all possible issues. The Vladimir branch of Financial University has a wide range of Internet sources, namely scientific, educational, methodological, statistical, reference, demonstrative, regulatory, digital periodicals, university online library and online learning tools (online library Znanium: <http://www.znaniy.com>; publisher's online library URAIT: <https://www.biblio-online.ru/>; online learning portal of Financial University under the Government of the Russian Federation: <http://portal.ufrf.ru/>;

online library of Financial University under the Government of the Russian Federation: <http://library.fa.ru>; online repository of Financial University under the Government of the Russian federation: <http://repository.vzfei.ru>), university software products (for instance, software training program for practical skills on basic accounting “1C: Accounting 8”).

Webinars

Webinars are presentations, lectures, workshops or seminars transmitted over the Web using video conferencing software. The key feature of a Webinar is the ability to give, receive and discuss information in real-time. While the webinar host is conducting a lecture, other participants can share audio, documents and applications with webinar attendees. Today, many webinar services offer live streaming options or the ability to record your webinar and publish to YouTube and other services later.

Regular webinars in the Vladimir branch of Financial University make it possible to teach and learn Economics-related disciplines (in Russian, English and German), use a large number of online tools and services, access publicly available documents and presentations, chat and participate in polling and voting.

It goes without saying that classroom and extracurricular innovative methods interplay. For example, working out and implementing case study into the learning process means mandatory counselling by e-mail or social networks, monitoring and reviewing the outcomes of discussion, moderating the final solution of the disputable issue.

Conclusions

Interactive teaching technologies are closely connected with implementing of online techniques and e-learning into the traditional learning process, that, in fact, is likely to provide information and communication technologies (ICT). Present-day e-learning techniques make it possible to handle complex issues, such as teachers' training, students' training, boosting of their interaction, working out of educational and methodological materials, providing interactive educational

facilities and in-class virtual soft- and hard-ware centers to develop a fruitful and efficient learning process in economic university.

The implementation of innovative teaching methods is available due to the high level of technical equipment in schools, advanced hard- and software products, personal motivation of teachers in using these technologies in learning.

To sum up, innovative methods in teaching and learning Economics-related disciplines in the Vladimir branch of Financial University under the Government of the Russian Federation makes it possible to boost the efficiency of theoretical knowledge and develop general cultural, instrumental and professional competencies that can help students gain culture of thinking, skills to comprehend and analyze information, ability to state their views, share reasonable conclusions and foresee the possible development in the future.

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