

UDC 377.35**SCIENTIFIC AND PEDAGOGICAL APPROACHES TO THE
DEVELOPMENT OF INNOVATIVE EDUCATIONAL
TECHNOLOGIES**

*Kosenko A.V., Ph.D., Associate Professor
Pererva P.G., Doctor of Economic Sciences, Professor
pgpererva@gmail.com
National Technical University «KhPI»*

The organization of innovative activities on the issues of teaching economic disciplines and the development of modern educational technologies is based on a number of special principles:

- establishment of economic profitability of skills and knowledge obtained as a result of teaching economic disciplines;
- comprehensive consideration of applied developments and research on the demand for certain specialists from various branches of production, commercial activities and the economy of the public sector;
- orientation to the specifics of the regional economic system (a significant part of applied research in the teaching of economic disciplines "should be suitable and effective precisely for the region in which the university is located").

Various scientific and pedagogical approaches can act as a methodological basis for the development of innovative educational technologies [1-19].

1. Activity approach - a comprehensive account of the characteristics of the psyche of students, which is closely related to the activity. The formation of skills in the field of economics is determined by the need to calculate economic indicators with the analysis of various information about the ongoing socio-economic processes.

2. Project approach - as a way to achieve various didactic goals, the organization of project activities of students on various subject and interdisciplinary content is highlighted. Design is able to occur on the basis of subject content with didactic goals, to solve professional problems in order to comprehensively form professional competencies, to solve socio-economic problems. The project is one of the best forms of innovation, as it provides:

- a) formation of an active and independent position of students as future specialists in the field of economics;

b) development of skills and abilities related to the conduct of economically oriented research;

c) implementation of the principle of the relationship between theoretical training and the problems of practical activity, the formation of skills directly related to the experience of application in practical activities.

3. Competence approach - ensuring the integrated development of knowledge and methods of practical activity that ensure the successful performance by a trained specialist of specific labor functions and the disclosure of entrepreneurial abilities of potential owners and managers of enterprises and organizations of various forms of ownership. The knowledge acquired in this case is characterized not so much by the number of known facts as by the ability to apply them in the professional field, in related fields, as well as in certain situations in which there is no connection between the problem that has arisen and the subject knowledge. For this reason, the modern educational process should consist not in a simple transfer to students of subject knowledge that has a long-term prospect of use, but in demonstrating ways to apply this knowledge to solve actual professional problems.

Of these approaches, it is necessary to separately highlight the competence, which is largely determined by the specifics of competence-oriented tasks. These tasks include the content and technologies of teaching and assessing the quality of student training in the educational process, ensuring the effectiveness of the formation of students' competencies. In accordance with this definition, the content of the competence-oriented task must meet the following requirements.

1. The wording or result of the decision should be of cognitive and professional importance for students, so that the activities of students during the task are motivated.

2. The purpose of the decision should be not only to obtain an answer, but also to discover new factual or methodological knowledge (method, method of decision, reception) with its possible transfer to other similar situations, in the formation of the student's business qualities necessary for a highly professional competitive specialist.

3. The condition of the task is formulated as a problem or problem situation that should be considered with the help of the means of certain economic disciplines (there is a solution of subject tasks and the implementation of practical tasks). Analysis of ways to solve interdisciplinary problems and problems should occur with the help of

knowledge acquired in practice in addition to the material set forth in the educational and methodological literature.

4. It is necessary to activate the non-determinism of students' actions in the performance of the task, when the task can be performed using methods that are not fully known to students, or consist of a combination of known methods.

5. Various methods of performing the task can be used with the possibility of adjusting (with specification, generalization, introduction of additional conditions) of the task depending on the knowledge and individual characteristics of the student. Thus, in the system of teaching economic disciplines, teaching methods are needed, "which should provide a higher both methodological and personality-oriented level of training of specialists" [7].

Thus, innovative educational technologies contribute to the solution of the following urgent tasks of modern higher education:

- formation of practical research skills that allow you to make professional decisions;
- ensuring the transition from the accumulation of knowledge to the creation of mechanisms for independent search and research skills;
- increasing cognitive activity with the development of economically-oriented creative abilities.

These tasks can be effectively solved in modern socio-economic conditions on the basis of the use of innovative educational technologies, which are a set of means and methods for forming the competence of specialists in demand in the labor market.

References:

1. Kocziszky György, Pererva P.G., Szakaly D., Somosi Veres M. (2012). Technology transfer. Kharkiv-Miskolc: NTU «KhPI». 668 p.
2. Pererva P.G., Kocziszky G., Veres Somosi M. (2019). Compliance program: [tutorial]. Kharkov; Miskolc : NTU «KhPI». 689 p.
3. Pererva P.G., Tkachev M.M., Kobieliava T.O. Evaluation of holder profits violation of their exclusive rights. *Науковий вісник Полісся*. 2016. № 4 (8), ч.2. С.240-246.
4. Tkachov M.M., Pererva P.G., Kobieliava T.O., Tkachova, N.P., Diachenko T.A. (2021). Management of relations with enterprise stakeholders based on value approach. *Problems and Perspectives in Management*. Vol.19, Iss.1. P.24-38.
5. Kosenko O.P., Kobieliava T.O., Tkacheva N.P. (2017) Monitoring the commercial potential of intellectual property. *Scientific bulletin of Polissia*. №1, ч.2. С.140-145.
6. Kocziszky G., Kobieliava T.O., Pererva P.G., Veres Somosi M. Compliance program. Kharkov-Miskolc: NTU «KhPI». 2019. 689 p.

7. Кобелева Т.О., Витвицька О.Д., Перерва П.Г., Ковальчук С.В. Стратегічне управління розвитком підприємства на засадах інтелектуальної власності. *Вісник НТУ "ХПІ" (економічні науки)*. Харків : НТУ "ХПІ", 2022. № 1. С. 52-57.
8. Кобелева Т.О., Перерва П.Г. Формування системи економічної стійкості та комплаєнс захисту машинобудівного підприємства. *Економіка: реалії часу*. 2018. № 1 (35). С. 98-106.
9. Перерва П.Г. Управління маркетингом на машинобудівному підприємстві : навч.посібник для інж.-техн.вузів. Харків: «Основа», 1993. 288с.
10. Перерва П.Г., Кобелева Т.О., Ткачова Н.П. Формування інноваційної та інвестиційної політики промислового підприємства на засадах збалансованої системи показників. *Вісник НТУ "ХПІ" : зб. наук. пр. Темат. вип. : Технічний прогрес та ефективність виробництва*. Харків : НТУ «ХПІ», 2015. № 59 (1168). С. 96-100.
11. Старостіна А.О. Маркетинг: теорія, світовий досвід, українська практика: підруч. Київ: Знання, 2009. 1070 с.
12. Ілляшенко С.М., Перерва П.Г., Маслак О.І., Кобелева Т.О., Кучинський В.А. Ефективність інформаційних технологій в управлінні інтелектуальною власністю промислового підприємства. *Вісник НТУ «ХПІ»: Екон.науки*. Харків : НТУ «ХПІ», 2021. № 1. С. 53-58.
13. Маслак О.І., Перерва П.Г., Кобелева Т.О., Кучинський В.А., Ілляшенко С.М. Аутсорсинг патентних, логістичних та інформаційних послуг як інструмент підвищення ефективності управління інтелектуальною власністю на промисловому підприємстві. *Вісник НТУ «ХПІ»: Екон.науки*. Харків : НТУ «ХПІ», 2021. № 2. С. 21-26.
14. Ткачова Н.П., Перерва П.Г., Кобелева Т.О. Формування інноваційної та інвестиційної політики промислового підприємства на засадах збалансованої системи показників. *Вісник НТУ «ХПІ»: зб. наук. пр. «Технічний прогрес та ефективність виробництва»*. Харків: НТУ «ХПІ», 2015. № 59 (1168). С. 96-100.
15. Кобелева Т.О. Сутність та визначення комплаєнс-ризиків. *Вісник НТУ «ХПІ»: Екон.науки*. Харків: НТУ «"ХПІ"», 2020. № 1 (3). С. 116-121.
16. Гусаковська Т.О., Кобелева Т.О. Вплив розміру збитків від порушень прав інтелектуальної власності на процес ціноутворення. *Вісник НТУ «ХПІ»: зб. наук. пр. «Технічний прогрес та ефективність виробництва»*. Харків: НТУ «ХПІ», 2014. № 64 (1106). С. 52-57.
17. Кобелева Т.О. Комплаєнс-безпека промислового підприємства: теорія та методи: монографія. Харків: Планета-Принт, 2020. 354 с.
18. Nagy S., Pererva P.G. (2021). Formation of an innovative model of the Hungarian business economy. *Marketing of innovations. Innovations in marketing: materials of the Intern. Sci. Internet Conf., December 2021*. Bielsko-Biala. P. 51-54.
19. Tkachova N., Kobieliava T., Pererva P. Formation of competitive advantages of machine-building enterprises on the basis of the benchmarking concept [Electronic resource]. *International Marketing and Management of Innovations: Global Sci. E-Journal*. Bielsko-Biala, 2021. № 6. 10 p.