INTERACTION OF SUBJECTS OF PEDAGOGICAL ACTIVITY IN TECHNICAL UNIVERSITY

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ABSTRACT

Based on the analysis of scientific literature and experience, the article discusses the strategic goals of the development of education and modern interactive technologies of professional and personal training of a future specialist of higher education (technical and humanitarian) in the context of the modern strategy for the development of innovative education and interaction of subjects of educational activity.

Key words: Innovative Higher Education, Vocational Education, Cooperation, Pedagogical Interaction, Subjects of the Pedagogical Process, Interactive Learning


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1. INTRODUCTION

In modern conditions, the strategic goal of state policy in the field of higher innovative education is aimed at increasing the availability of quality education that meets the requirements of innovative economic development, the contemporary needs of society and every citizen. It involves the following priorities:

- ensuring the innovative nature of basic education;
- modernization of educational institutions as an instrument of social development;
- creation of a modern system of continuous education, training and professional staff development based on innovation and interaction of teachers and students of the university;
- introduction of interactive technologies in the practice of higher professional education;
- formation of mechanisms for assessing the quality and relevance of educational services with the participation of consumers, participation in comparative studies [1, 2, 3].

Each of these tasks includes a system and a set of types of pedagogical activity aimed at modernizing the development of all levels of Russian higher education.

The concept and the Federal Target Program for the modernization of Russian education for 2016–2020 involves changes in the education system in order to achieve compliance with modern requirements and increase its efficiency, including the professional development of future specialists, taking into account the development of the student’s creative personality.

It is proved that the quality of innovative development of higher education depends on the level of professional skill of university teachers, their pedagogical interaction with students and colleagues. However, the traditional system of pedagogical staff training still does not meet modern requirements of higher innovative education, which is aimed at high-quality training of specialists with innovative thinking, professionalism, competencies, and creative abilities and does not provide for versatile interaction of subjects of pedagogical activity during its organization [4].

The most important role in the implementation of the requirements for a graduate of a technical university is played by innovative changes in the content of existing basic educational programs and methods of their mastering, as well as providing students with a certain freedom to choose the forms and methods of instruction. As teachers and researchers of the Ural Federal University (Yekaterinburg) emphasize Slomchinsky Ye.G. and Taushkanova, Ye.A., at present there is a contradiction between the high requirements for the training modern competent specialists and the objective conditions for learning a foreign language at a technical university caused by objective reasons. This explains the fact that the structure of basic competencies does not receive its due development for the implementation of joint professional, educational, scientific and creative activity [5]. All this proves the relevance of our research, which is aimed at solving the problem of timely organizing, on a humanistic basis, the interaction and joint activities of subjects of the educational process in higher education.

2. LITERATURE REVIEW

In modern conditions, the ideas of humanization, cooperation and interaction in higher education have been studied, are studied and improved by Russian educators and psychologists (E.I. Artamonova, V.I. Andreev, N.A. Vershinina, V.A. Slastenin, A.P. Tryapitsina, E.V. Korotaeva, A.I. Kochetov, G.M. Kodjaspirova, V.P. Delia, etc.). They are used in the training and education of future specialists, which contributes to the humanization and humanization of the educational process at universities, the development of the innovative level of interaction between teachers and students, the formation of subject-subject relations and humanistic
relationships. Hence, the scientific basis for the implementation of ideas of cooperation in higher education is integrated psychological and pedagogical knowledge about the reorientation of the interaction of subjects of training and education to innovative professional activities, subject-subject relations in the conditions of modern society, as well as the development of innovative educational technologies.

3. METHODOLOGY AND RESEARCH METHODS

Analysis of scientific sources shows that, at present, in the practical activities of university teachers, targeted pedagogical attitudes, the meaning of which is to form a competence-developed creative personality of future specialists, become integrative in nature and contribute to the effective and economical use of pedagogical tools in achieving their goals.

When organizing a holistic pedagogical process at a higher education institution (training and education of students) on the basis of cooperation and interaction, we relied on a set of the following methodological approaches: humanistic, cultural, axiological, competency-based, communicative, person-centered, system-activity, professional, integrative. When solving scientific problems, all of them are most often used in conjunction with the topic, purpose and focus of research based on the following principles: humanization, creativity, unity of theory and practice, integration, continuity and continuity.

The main research methods are: retrospective analysis and literature review, observation, questioning, interviews, interviewing, designing, modeling, monitoring, experiment.

4. RESULTS AND DISCUSSION

The aim of our study is to search for conceptual ideas of the organization of interaction between subjects of pedagogical activity in the conditions of technical and humanitarian universities and, accordingly, their introduction into practice.

As you know, the key problem of updating the content of education are educational standards. At present, the higher school is implementing the third generation Federal State Education Standards of Higher Education (FSES HE) + and continues to develop a new generation of Main Curriculum (MC) ++. This process is considered to be innovative and requires constant updating of the content of vocational education on the basis of the Law of the Russian Federation “On Education”, further improvement of educational standards and constantly updated basic educational programs. In accordance with these requirements, conceptual ideas for updating the content and technologies of higher education based on the developed concepts of humanizing vocational training and education, cooperation and interaction of subjects of pedagogical activity were defined.

In recent decades, philosophers, psychologists, and teachers have identified interaction as a pedagogical phenomenon as the dominant ideas and concepts in humanistic concepts, materials and scientific developments. It attracts the attention of many practical researchers. Let’s consider the nature and content of the concepts - “interaction”, “pedagogical interaction”, as well as their role in the modernization of higher education from the point of view of scholars and teachers.

In the thesaurus, a brief description (characteristic) of the key concept of “interaction” is given as follows: coordinated activities for achieving common goals and results, for solving a significant problem or task by participants... It is emphasized that the relationship of personal development and activities ... is one of the main ways to enhance self-development and self-actualization ... The interaction is always democratic and is based on the acceptance of the individual interests of the partner ... For the successful organization of the educational process,
mutual understanding between all its subjects is necessary [6]. The humanistic relationships between the subjects of activity, developing in the pedagogical process, are also very important.

In the Russian Pedagogical Encyclopedia, pedagogical interaction is defined as a process that takes place between a teacher and a pupil in the course of educational work and aimed at personal development. Interaction is a philosophical category, reflecting the universal essential connection of all living things. The basis of pedagogical interaction is cooperation, which is the beginning of the social life of people. The result of pedagogical interaction corresponds to the goal of education - personal development [7].

The modern pedagogical dictionary (V.I. Zagvyazinskiy) defines and clarifies the concept of “pedagogical interaction” as a process, as a personal contact of an educator and pupil(s), as a result of which there are mutual changes in their behavior, activities, relationships, attitudes. In a humanistically oriented pedagogical process, both participants act as equal partners, equal in rights, to the best of their knowledge and capabilities. Pedagogical interaction can be effective if the teacher, taking into account the psychological characteristics of the children, organizes communication in such a way that it brings satisfaction, arouses interest, prompts the adoption of a social value position demonstrated by the teacher, and gives each subject the opportunity to fully realize your position [8].

A well-known psychologist and researcher E.V. Korotaeva, developing the psychological foundations of the pedagogical interaction, emphasizes that in the present period a relatively new direction is being formed in the science of education - pedagogy of interactions, which studies the laws, principles, content and methods of interconnection, mutual influences in the educational space of the university, from the interpersonal contacts of participants in pedagogical activity to the general processes taking place in the global educational system. Studying the history of the formation and development of the category “pedagogical interaction”, she rightly emphasizes the ambiguity of his understanding and comes to the conclusion that this definition should be considered from two positions: theoretical and methodological (conceptual) and practice-oriented (technological), the integration of which can be represented both interactive learning and interactive technologies [9].

The researcher singles out the types of pedagogical interactions (destructive (destroying), restrictive (limiting), restructive (supporting), constructive (developing) and reveals modern approaches and algorithm for organizing pedagogical interactions in a holistic pedagogical process: object-object interaction (non-productive), object-subject interaction (unproductive), subject-object interaction (teacher’s initiative position), subject-subject interaction (productive, as characterized by mutual value attitudes toward cooperation) [10].

We agree with the conceptual position of V.A. Slastenin, who believes that “pedagogical interaction” is much wider than the category “pedagogical influence”, which reduces the pedagogical process to subject-object relations, which, in turn, are a consequence of the mechanical transfer to the pedagogical reality of the basic postulate of management theory: if there is a subject of management, then there must be an object. Based on the category of “interaction”, the pedagogical process can be represented as the integration of interrelated processes of interaction of teachers with pupils, parents, and the public; students’ interaction with each other, with objects of material and spiritual culture, etc. It is the process of interaction where informational, organizational-activity, communicative and other connections and relationships are established and manifest in. Only educational relations include educative interactions, leading to the pupils acquiring certain elements of social experience and culture. The real spiritual wealth depends on the riches of the humane relations of the individual. It is the attitude of the pupil included in the pedagogical process that is a universal phenomenon that characterizes upbringing. The level of their formation can be judged on the overall level
of personal development. V.A. Slastenin distinguishes different types of pedagogical interactions and, consequently, relations:

- pedagogical (relations of educators and students);
- mutual (relationships with adults, peers, younger);
- subject (relationships of pupils with objects of material culture);

Scientists note the following characteristics of cooperation: the humanistic orientation of pedagogical activity, centered on a person with his problems; interdisciplinary: interscientific interaction is clearly visible; integration and differentiation of psychological and pedagogical knowledge about pedagogical interaction: content, forms, methods, technologies; innovativeness in education, training, education and development (methodological approaches, new concepts and theories, modern innovative interactive technologies). The main functions of the interaction of the subjects of the holistic pedagogical process are: constructive, organizational, communicative-stimulating, informational, educational, educative, emotionally-correcting, control-evaluative.

The purpose of innovative vocational education is to develop future specialists in the course of active and corporate training in cognitive interests, activity, initiative, responsibility and independence. The strategic goal of modern innovative higher education is the professional and personal development of a student as a subject of interaction in their professional activities.

Considering that “pedagogical interaction” is a universal characteristic of the integral pedagogical process of higher school, which accompanies all components of pedagogical activity, the interaction of the subjects of the pedagogical process has as its ultimate goal the development and self-development of the creative personality of each participant, acquiring humanity’s knowledge, skills and experience in all its diversity. As already noted, the successful development of professional experience by future specialists is carried out in educational institutions with regard to state educational standards with the availability of educational and methodological complexes, including a variety of educational tools and technologies. In modern conditions, in accordance with the requirements of FSES HE 3+, the main educational programs in higher educational institutions are aimed at improving general cultural, general professional and professional training at various levels of higher education [12]. Special attention is paid to the organization of educational, scientific and project activities of students on the basis of the competence-based approach using interactive technologies, i.e. communication, interaction, the impact of people on each other and, accordingly, cooperation, dialogue and joint activities.

Interactive technologies are a special dialogue form of organization of the pedagogical process, the purpose of which is to create a comfortable learning environment where the student feels his success, his intellectual viability. Awareness of this makes the learning process itself productive: it provides the formation of general cultural and professional competences, communication skills based on interaction and joint activities, and most importantly, creates the basis for successful problem solving even after studying at a university. In recent years, when developing educational technologies of higher education, attention has been focused on designing and modeling innovative educational technologies. For example, the use in the educational process of case-technologies, interactive forms and teaching methods, which means to interact, to be in the mode of conversation, dialogue with someone).

Let us consider, on the basis of the selected conceptual ideas, the experience of organizing the pedagogical interaction of the subjects in the classroom and extracurricular activities of a technical university and comparing it with the experience of a humanitarian university.
The openness of the modern Russian society, the expansion of business and cultural contacts with the countries of the world community have created the need for academic mobility, for specialists who speak foreign languages in their professional field. The Department of Foreign Languages of the Ryazan State Radiotechnical University solves the problems of training highly qualified specialists on the basis of the competence approach, using interactive forms and methods of students’ joint activities (discussions, role-playing and business games, analysis and resolution of a problem situation, case studies) in a holistic pedagogical process, project assignments, interactive technologies, etc.), which allows to broaden the students’ horizons, develop teamwork skills, gain experience of joint activities. In the system of innovative engineering education, the competence approach is implemented in the integrated preparation of future engineers for professional activity, which presupposes an orientation towards international standards for the quality of training specialists in the field of engineering and technology. The study of Russian and international requirements for the preparation of a qualified specialist (engineer) shows that the professional competence of engineers is currently determined not only by a high level of professional knowledge, but also by the development of such common (personal, over-subject) competencies as: understanding the essence of the engineering profession, the duty to serve society, professions and awareness of responsibility for engineering solutions, including in a social and environmental context; ability to work effectively individually and as a member of the team; the ability to use various methods of effective communication in a professional environment and in society (writing reports, presenting materials, issuing and receiving clear and understandable instructions); knowledge of foreign languages, sufficient for communication when working in international teams; project awareness; creative search within the framework of the profession, awareness of the need and the ability of independent learning throughout life [13].

A foreign language is becoming an important resource of social and professional growth. The knowledge of a foreign language opens up to the future specialist access to foreign sources of information, without which the activity of a highly qualified specialist is currently impossible. The ability to work with the original literature in the specialty includes obtaining information contained in the text, its critical understanding, synthesis, analysis and assessment of reliability. Foreign language competence ensures the readiness of a university graduate to use this knowledge in a professional environment. For example, in the transition to new standards, the requirements for vocational training of graduates of technical universities put up more and more active participation (interaction and cooperation) of Russian enterprises and organizations in the international division of labor. Expansion of professional international communication, business negotiations with foreign partners, work with technical documentation in a foreign language, the possibility of industrial internship abroad necessitate a more complete use of the capabilities of a foreign language in the training of future engineers and imply the formation of foreign language competence of students studying technical fields. As indicated in the state educational standards of higher education, a specialist in any field of activity should be able to carry out foreign language communication in oral and written form, i.e. have a high level of readiness for effective communication with foreign partners in a foreign language. The future engineer should know the achievements of science and technology, advanced domestic and foreign experience in the field of production, labor and management. However, the solution of such problems for the future engineer is impossible without an analysis of foreign publications and the exchange of information in a foreign language. In this regard, educational standards require consideration of professional specificity in the study of a foreign language, its focus on the future professional activities of graduates, student motivation and communication with industry.
Let us give examples of the work of teachers and students of the Ryazan State Radio-
Technical University on the basis of cooperation and interaction.

Currently, when teaching a foreign language at a university, the method of “learning in
cooperation” and its various options can be actively used. The teacher may vary this method
depending on the purpose of the lesson. Let us consider an example of an English class at the
faculty of computer technology at the Ryazan State Radio Technical University. The theme
was devoted to a computer mouse "Computer mice". Students were divided into micro groups,
and each micro group received homework - to prepare messages on the proposed topic, for
example, about the first person who started using a computer mouse (“Bill English”), about the
evolution of a computer mouse (“Operating a mechanical mouse”, “Optical Mouse”, "Laser
Mouse"), about accessories, for example, about a mousepad for a computer mouse
("Mousepad"), etc. Also, groups were given the task to prepare presentations on the proposed
topic in Microsoft Office PowerPoint or create videos and voice them in English. Students
prepared their reports and presentations independently, brought different types of computer
mice. At the lesson they presented their messages, presentations, video materials, computer
mice demonstrated. Then the students got the text to read and translate “Who invented the
computer mouse?” (“Who invented the computer mouse?”). Then it was proposed to answer
questions, find out the correctness or falsity of the proposed answer options (“True or False
sentences”), find English equivalents of Russian expressions (“Find the English equivalents”).
During the lesson, students learned a lot of new reports from fellow students from other groups,
actively asked questions and accordingly received more points at the end of the lesson.

When teaching students of a technical university, a philologist teacher sometimes
encounters technical concepts that are new or incomprehensible to him. The way out is
cooperation not only with colleagues, but also with students who can explain physical or
mathematical processes or phenomena that are designated by one or another term. For example,
when studying the text “Radio Waves” in the textbook: E.P. Tarasova, T.G. Shelyagova, et al.
“English for students of radio engineering specialties of universities” [14] such concepts as
AM (amplitude modulation) and FM (frequency modulation) are given. In the Soviet
Encyclopedic Dictionary, we find the following definitions of these concepts: amplitude
modulation is a periodic change in the amplitude of oscillations with a frequency much smaller
than the frequency of the oscillations themselves. It is used in radio engineering, mainly in
broadcasting [15], frequency modulation is a change in the oscillation frequency according to
a given law, slow compared to the period of these oscillations. The advantage of frequency
modulation over amplitude modulation is greater noise immunity. It is used to transmit sound
in television and radiotelephony [15].

Reading the technical literature in the original allows you to broaden your horizons, get
acquainted with new technical terms, share your knowledge with fellow students, and discuss
with a teacher.

In retelling the technical text, the whole group also collaborates. It is necessary not only to
know well the entire active dictionary, the outline of the text, but also to be able to listen to
your groupmates in order to continue the presentation of the text on time and at the same place.

Students and teachers also collaborate in explaining the new material, when students work
together with the teacher and groupmates, making up examples for the stated rule. Sometimes
students can act as teachers themselves, telling some material on grammar, having previously
studied it from several sources. When performing exercises on any grammatical material or
when performing exercises on the text, they all work together: the teacher and the students.

Working with dialogues in English also requires the cooperation of not only the partners in
the dialogue, but also the teacher who checks the learned material, and students who listen
attentively to their colleagues, appreciate the listened dialogues. The work on the dialogues shows not only interaction, but also respect for their group mates, the ability to listen to their comrades, to find and correct a mistake, if there is one.

Studies in the classroom, equipped with computers, help students to get acquainted with modern information and communication technologies that are useful in teaching English. To consolidate the grammatical material, tests TOEFL, Focus on Grammar, lexical - test programs to the textbook of E.P. Tarasova, T.G. Shelyagova, et al., “English for students of radio engineering specialties of universities” developed by teachers of the Department of Foreign Languages of the Russian State Technical University, courses “English without a dictionary”, “English Platinum”, “Tell Me More”, “London Course”, etc. are used. Students of economic specialties work with the program «Business English», listen to audio CDs (supplement to textbooks) and audio tapes in listening lessons. Students actively use electronic dictionaries such as Lingvo, Mega Dictionaries: Globus Software House, pocket electronic dictionaries, etc.

Watching training (a series of films about the UK: "England: Russia", "Our England is a Garden", "Great British Tea", "Wine and Cakes for Gentlemen") and feature films in the original language and later discussing it develops students' skills of cooperation in the process of dialogic and monologic utterances, communication with the teacher, tolerance and respect for the culture of the country. Listening to the English language in the original and understanding it is an important component of the English language classes.

Every year a student scientific conference on foreign languages is held at Ryazan State Radiotechnical University (RSRTU) in April. All interested students take part in it. Preparation of the report begins in November and is carried out as a result of a joint search for the student (or students) and supervisor. This allows the student to become not a simple performer, but an independent, initiative, creative, active person in the search and development of one or another question of interest. The supervisor only coordinates the student's actions, recommends this or that literature, corrects the text of the presentation of the report. The topics of the reports vary from a technical focus, for example, “Design and use of lasers” to philological, for example, “Phraseology and etymology of words and expressions in the English language”.

The methods of collective creative activity, which was developed by an innovator teacher I.P. Ivanov in the 20th century, are actively used in English classes. [16]. Collective creative activity (CCA) is a collective, as it is planned, prepared, committed and discussed by all; creative, because the creative advancements of all participants are manifested, a socially important activity, the main task of which is to take care of improving the life of your team, it is a fusion of practical and organizational actions for the common joy and benefit. CCA technology includes 6 stages, which are aimed at achieving the goal: preliminary work of teachers, collective planning, collective preparation, conducting, collective summing up, the immediate effect, and allows you to include each team member in the work, prevents the need to divide students according to their abilities, has a creative and mental orientation, eliminates the possibility of conflicts between all participants [17].

Consider the organization and conduct of CCA on the example of a generalized English class on the topic "Transport in Great Britain and in the USA".

At the first stage of preliminary work with students, conversations are held, their questions on the topic are clarified, specific educational, educational and developmental tasks are put forward, various options for the case, an initial (starting) conversation is organized, the leading topic is determined.

The second stage of collective planning CCA solves the following tasks: how to conduct it in the best way, who will participate, what role everybody will have, who will lead, who will
organize the work, where and when it is better to carry out this activity, in what form, for example, in the form of a radio program with invited guests; selection of the council of the case (responsible for the distribution of roles, responsibilities, preparation of the material)

The third stage of the collective preparation of the case takes place in the form of clarification, specification of the plan for preparing and conducting the CCA, the implementation of this plan is organized, the roles are finally determined, for example, Interviewers, London taxi drivers, New York taxi drivers, trainers, drivers, drivers, drivers, etc.

At the fourth stage of the CCA, a specific plan of the event is realized, developed by the governing body with all the adjustments that were made by its participants in the preparation of the CCA. The guests related to the problem of transport were invited on the radio to discuss urgent problems. Radio listeners call the studio, ask their questions. Thus, the conversation, aimed at expanding the students' horizons, consolidating the skills and abilities obtained during previous studies, developing the ability to communicate in a foreign language with colleagues, is organized.

At the fifth stage of the collective summing up of the CCA, the general meeting of the participants of the case takes place, the purpose of which is to resolve issues relating to the positive aspects of preparing and conducting CCA, to shortcomings and mistakes, to lessons for the future, to sum up the results of pedagogical tasks.

The sixth stage, the closest CCA aftereffect, serves to implement the decisions taken as a result of a collective analysis, to propose the topic of the new CCA, to plan an event on the chosen topic.

It should be noted that foreign language classes according to the CCA method are active, interestingly, entertaining. They help all of its participants to speak on a specific topic, express their opinions, listen to groupmates, argue, proving their point of view. The teacher is one of equals, directing the work, and not manifesting authoritarianism. Such classes develop the skills of monologue, dialogic utterance, solve educational (more detailed acquaintance with the culture and customs of the countries of the language studied) and educational tasks (consolidating vocabulary and grammar on the topic studied), serve for personal development. Thus, despite the fact that the methodology of collective creative activity was developed in the last century, its application, bringing only positive results, is relevant at the present time.

We have seen that the use of interactive technologies in the study of a foreign language contributes to competitiveness and professional mobility in the field of professional activity and communication of the future specialist. The acquisition of foreign language competence by students consists in mastering a foreign language at a level that allows it to be used to meet professional needs, make business contacts and further professional self-education and self-improvement.

Let us analyze the experience of organizing joint activities on the basis of cooperation and interaction of students and teachers in the teaching and educational process of a humanitarian university (Ryazan State University named for S. Yesenin (RSU)).

Thus, the teachers of the department of pedagogy and management in education, forming common cultural, general professional and professional competences of students (according to the developed work programs on pedagogy taking into account the new requirements of the GEF (third generation ++), special attention is paid to the formation of communicative competence. Due to this, interactive technologies involving cooperation, active interaction and joint activities are used in the system. When preparing and conducting interactive classes together with students, the teacher develops a plan and implements it in the course of classes,

building an individual way for each student to achieve certain strategic goals in his or her development. At the same time, teachers support both “horizontal” and “vertical” relationships of students, including in the pedagogical activities of senior students who adjust their motivational sphere, they develop a motivation to achieve success in their future profession, an initiative is born, awareness of professional choice is strengthened. As a rule, there is a desire to continue their work at school and university.

Taking into account the needs of the development of innovative higher education, at the university for a number of years, special attention is paid to creative, innovative design, research activities that meet the requirements of the time and are aimed at the formation of professional and research competence of each student during extracurricular time.

University tradition, dedicated to the University Day, is the holding of traditional contests for student innovation projects “Looking into the future: my initiative”, “My initiative to the region”, as well as contests for innovative projects of teachers “Innovation and project activity in the scientific and educational sphere”. The purpose of the competitions is to attract teachers and students to the development of innovative activities at the RSU named for S.A. Yesenin, raising a competent personality of a university teacher and future specialist with innovative thinking and openness to the perception of the new in the sphere of future professional activity, the formation of an innovative environment in all faculties and at the university as a whole. The significance of this type of innovation is confirmed by the exceptional interest and the growing number of participants in the competition of innovative ideas and projects from year to year (more than 70 projects are developed annually).

Preparing and conducting a traditional student competition for innovative projects requires participants to possess technologies for project activities. In particular: the knowledge and use of the algorithm of joint activities, including the selection of the nomination and themes of the innovative project; registration of the written application of the participant of the competition; analysis of scientific literature and the determination of relevance, problems and goals, the object and subject of research. Accordingly, a description of the content of the project, mechanisms and sources of funding, the intended end result, the preparation of an electronic presentation are in the list. In due time the public presentation and defense of the project is held, the results of the competition and the awarding of the participants of the competition are summarized.

For example, in December 2015, a competition of student projects “My initiative to the region. We are 100 years old”, dedicated to the significant date - the 100th anniversary of the founding of the RSU named for S.A. Yesenin, was held. It included the involvement of students in the design and creative activities of the university and the formation of their foundations of project culture based on the study of the history and development of the university. One of the objectives of the competition is to find new, interactive and creative strategies to increase the socially positive activity of students, form their professional and personal strategy, and strive to work for the benefit of the social and cultural development of the region. In the position of the competition, 3 blocks of nominations were established: "University in a regional society: a century-long path "; “Contribution of RSU named for S.A. Yesenin in the study and development of the socio-economic sphere of the Ryazan region: from past to present”; “The role of the RSU named for S.A. Yesenin in the development of the regional education system: from the women's diocesan school to the classical university.”

Under the guidance of the teachers of the department of pedagogy and management in education, more than 10 innovative projects were prepared. Among them are projects devoted to the history of education in the Ryazan region; the establishment and development of our university, Ryazan teachers and graduates of the university during the years of the Great
Patriotic War and to the present; the contribution of the RSU named for S.A. Yesenin in the cultural heritage of Russia and the region, the preservation of the traditions of national culture and civil-patriotic education of the population of the Ryazan region and many others. The results of the competition were summarized in the form of project protection on the basis of the presentation. Evaluation criteria included relevance, socio-economic and cultural significance, originality and innovativeness of the stated theme, realism and practical orientation. The winners, laureates and participants of the student projects competition were awarded with certificates and valuable gifts. Materials of the competition of student projects dedicated to the 100th anniversary of the S.U. Yesenin, published in the annual collection "My Initiative to the Region" (eighth edition). It is noticed that many students become its active participants throughout all the years of study. For example, student E.S. Voronova annually participated in the study of the problem of patriotic and civic education by means of the Internet technologies. She developed innovative projects and published scientific articles “Modern Internet Technologies as an Innovative Resource for the Patriotic Education of Young People”, “Educational and Educational Potential of Social Networks”, “Internet Encyclopedia “Hero Heroic Children”, “Regional Patriotic Blogger Club “Patriot” and others [18]. On the basis of the research conducted in 2018, she successfully defended her master's thesis on the topic “Pedagogical conditions of the formation of the national-historical identity of the younger generation by means of Internet technologies”.

Considering contests as one of the productive forms of interactive, research, joint activities of teachers and students of higher education, we are convinced of the feasibility of its implementation in order to form subject-subject relations, professional competence of each participant and further develop the humanistic orientation of the holistic educational process.

In December 2018, a university-wide conference dedicated to the 100th anniversary of higher pedagogical education in Ryazan was held, where students together with teachers summed up the development of all faculties of the university, presented exhibitions and presentations dedicated to outstanding teachers and students, their successes and achievements.

5. CONCLUSION

Thus, the development strategy of innovative education is determined by the search for new ways to improve the entire education system based on innovative approaches to learning, integration and pedagogical interaction, providing not only improving the quality, but also implementing new content, interactive forms and methods of innovative education (training and education) taking into account modern requirements for the training of future professionals. The long-term experience of organizing university practice shows that the formation of a student’s personality as a future specialist of a higher school, both humanitarian and technical, depends entirely on the teacher, his desire and ability to involve the student in collaboration and collaboration in joint auditory and extracurricular activities; professional development and self-development.

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