

PSYCHOLOGICAL AND PEDAGOGICAL BASIS OF INNOVATIVE METHODS IN HIGHER SCHOOL

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Review on the collective monograph of I.V. Abakumova, A.K. Belousova, E.S. Zorina, J. Maksimović, E.A. Nikolaeva, E.V. Nurmukhamedova, L. Stošić, O. D. Fedotova “Psychological and pedagogical basis of innovative methods in Higher school”

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The transition to new techno-economic paradigm causes intensive development of all branches of knowledge and spheres of life in modern society. This determines the necessity to find effective approaches to the implementation of new tasks in the field of training in the system of higher education, the development and application of new methods of education by teachers and psychologists, as well as complexes of individual technologies of educational activity used by the subject of educational practice.

The reviewed monograph is devoted to searching ways to improve teaching methods in modern higher school. This problem has gained new lines of relevance in connection with the change in the conceptual foundations of the education theory, according to which the didactic tools used in the system of higher education should be oriented towards the development of critical thinking, cognitive activity and students' autonomy, their mastery of self-control skills, the development of joint thinking activities, the dynamic use of information and communication methods. These aspects are fully reflected in the content of the monographic study, which is a joint

work of representatives of Russian and foreign scientific schools. It should be noted that theoretical sections of the work are carried out at a high scientific and methodological level. They include analysis of modern research in the designated sphere and the main positions. Also they include author's concepts developed by I.V. Abakumova, A.K. Belousova, L. Stošić, J. Maksimović, O.D. Fedotova. One of the undeniable advantages of the monograph is the international nature of the discussed scientific problems, implemented by the international authors including scientists of Macedonia, Russia, Serbia.

The monograph successfully combines theoretical and practically based vector of problem development. Readers not only get acquainted with modern methods of higher education, including new approaches to using the method of problem and situational analysis in the implementation of the competent model of higher education, adopted both in European countries and in the Russian system of higher education (Chapter 1), but also get a full understanding of the latest technologies of meaning making in the educational process (Chapter 2). The logic of discovery of the research design allows readers to get acquainted with the influence of innovative methods of training on the development of the individual innovative potential, peculiarities of development of joint thought activity as a psychological basis of interactive training methods (Chapter 3).

A distinctive feature of the monographic research is the presence of a reflexive component in the presentation of the main

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theoretical positions, which is reflected in the analysis of the peculiarities of teachers “perception of the introduction of the Internet into education, the study of students” attitude to the use of the latest ICT technologies in the course of education (Chapter 4). The monograph presents the results of foreign studies of the typology of university teachers and their reflexive practices as the basis of the principle of pedagogical pluralism, the requirements for the implementation of which are always observed in the countries of Europe (Chapter 5). The resource of technologies and methods of innovative training is presented in the work. It is emphasized that in order to be effective for the teacher in the modern educational environment, he has to acquire and restore the individual experience of the subject of active learning. In this sense, this section, devoted to the analysis of the role of reflexive practices in the activities of the teacher, which reveals the psycho-pedagogical grounds for improving pedagogical activities during the reflection of their own activities, becomes particularly relevant.

The structural composition of the monograph fully corresponds to its intention, according to which each chapter is a theoretical study of a certain thematic field in combination with practically based conclusions of didactic orientation. The content of the monograph, rich in drawings and tables, creates opportunities for the development of pedagogical reflection, allowing teachers and psychologists to improve their professional pedagogical activities, based on the acquired experience of evaluation, analytical and reflexive work. The monographic study characterizes the integrity and originality of the design, in which theoretical and empirical studies of the subject under consideration are harmoniously combined. The results are highly reliable, based on the availability of evidence that the results are based on experimental studies.

The monograph deals with the peculiarities of application, resources and risks of innovative training methods. The authors give interesting algorithms and principles of analysis of teacher’s activity psychological content in conditions of modern educational practice.

The monograph “Psychological and Pedagogical Basis of Innovative Methods of Education in Higher School” is addressed to teachers of higher school, teachers, psychologists, and researchers, teachers of the system of additional vocational education, methodologists, and students and

can be recommended for wide use in modern pedagogical practice.

However, both the subject matter and the way it is presented in this monograph have not exhausted their potential. It seems that the logical and meaningful emphasis were placed by the authors more on the organization of the professional activity of the teacher implementing the teaching function, rather than the reflexive activity of the student himself included in the educational process. Such a vector of consideration of issues opens up many efficient opportunities and in the future can create prospects for professional discussion. The opening of a new discussion space may be an occasion for further continuation of theoretical and empirical research by the international author’s team. The results of the new research will allow readers to find themselves in a wide field of scientific positions and will contribute to further improvement of educational practice.