

## **IMPLEMENTATION OF INNOVATIVE TEACHING APPROACHES: CHALLENGES OF HIGHER EDUCATION REFORMING IN UKRAINE**

**Myroshnychenko Nataliia,**

Ph.D., Associate Professor,  
Donetsk State University of Internal Affairs

**Kucherhan Elizaveta**

Ph.D., Associate Professor,  
Donetsk State University of Internal Affairs

Education reforms have been ongoing since Ukraine gained independence in 1991. The European integration aspirations of Ukrainian higher education were first confirmed by Ukraine's accession in 2005 to the Bologna Process, a process of reforming the higher education in 48 European countries to create the European Higher Education Area. Ukrainian higher education has faced the need to respond instantly not only to significant economic and social transformations in Ukrainian society, but also to take into account global integration processes and implement the requirements of the Bologna Process [3].

The adoption in 2014 of the Law of Ukraine "On Higher Education", which defined the terms of academic mobility, academic freedom, field of knowledge, European Credit Transfer System - ECTS credit, as well as the principles of state policy in the field of higher education, one of which is the principle of international integration and integration of the Ukrainian higher education system into the EHEA, contributed to new achievements and progress, traditions of the national higher education system being preserved and developed at the same time.

Ukrainian legislation regulating the implementation of innovative teaching approaches is rather developed. It provides a legal framework for the introduction of innovative methods and approaches in higher education. In particular, the Constitution of Ukraine guarantees the right to education and freedom of scientific, technical and creative activity. The Laws of Ukraine "On Higher Education", "On Scientific and Scientific-Technical Activity", "On Education" and other legislative acts create a legal framework for the implementation of innovative approaches in higher education [1].

However, it should be noted that in connection with Ukraine's candidate status for EU membership, some legislative acts may require certain additions or clarifications to more effectively implement innovative approaches in accordance with international practice and access to international exchange programs in higher education. For example, some changes to curricula and teaching methods may be necessary, as well as updating the technical base of higher education institutions.

In the context of the growing dynamics of socio-economic transformations, practice requires the development of new forms of educational and social adaptation, optimization of the interests of the state and of the individual in the society of

knowledge that emerges every day. Reforming higher education with the introduction of innovative teaching approaches requires not only time, money, but most importantly, the professionalism of those implementing reforms in higher education.

In our opinion, the challenges of reforming higher education in Ukraine in implementing innovative teaching approaches include several aspects.

First, it is necessary to change approaches to learning and create a more interactive and stimulating environment that supports students' activity and creativity. This means shifting the focus from mere memorization of facts to the development of critical thinking and self-development of students. In this case mutual activity of all participants of educational process should be directed to achieve goals and get final results; and the full cycle of the management of educational activity by an educator should be directed on the activity of recipients of higher education to get skills of self-education and self-management of educational process. Innovative teaching approaches should facilitate the creation of comfortable conditions of interaction between all sides of educational process, as well as the creation of the conditions for organizing the search, research, project and other developing activities of recipients of higher education.

Second, the quality of education provided by higher education institutions needs to be improved. This means that the role of assessment needs to be strengthened to ensure that students receive a proper education and are able to compete in the labor market. In addition, it is necessary to ensure accessibility of education for different social groups and reduce discrimination in higher education institutions.

Finally, it is necessary to ensure that teachers and researchers working in higher education institutions have been well trained. This means that it is necessary to provide a favorable environment for research and ensure proper scientific enhancement of personnel who can become the driving force behind the innovative development of higher education in Ukraine.

Political instability is the main threat to the development of higher education in Ukraine. In addition, the dramatic and tragic developments in the country since 2014 make it very difficult to predict how the situation will develop in all spheres of public life, including higher education. At the same time, these dramatic events have led to a huge transformation in people's perceptions of national identity, the direction of the country, and Ukraine's place in the global community. This creates a unique opportunity to accelerate efforts to modernize higher education, and these efforts should be implemented at a "frantic pace" [3]. The renewal of the higher education system requires structured reforms that would result from public consensus on urgent changes, evidence-based policy of their implementation, and understanding of the importance of education as the main lever of the development and progress.

Certain amendments to the Law in 2017 and 2021 helped to bring the levels and degrees of higher education in line with the European ones. The Law provides for the formation of a higher education quality assurance system, which includes an internal quality assurance system, an external quality assurance system, and a quality assurance system for the activities of the National Agency for Quality Assurance in Higher

Education and independent institutions for assessing and ensuring the quality of higher education [2].

With Ukraine gaining EU candidate status in 2022, the issue of European integration has become even more relevant. The adopted Strategy for the Development of Higher Education in Ukraine for 2022-2032 is aimed at addressing the issue of organizational support for integration into the EHEA, internationalization of the research and education process, and active involvement of foreign students in studying in Ukraine.

#### **References:**

1. The Laws of Ukraine "On Higher Education", №2145-VIII of 05.09.2017, №2145-VIII of 05.09.2017. Освіта України. 2017. № 47.
2. Ministry of Education and Science of Ukraine. Bilateral Cooperation (2021). Retrieved 2021 from <https://mon.gov.ua/eng/ministerstvo/diyalnist/mizhnarodna-dilnist/dvostoronnyaspivpracya>
3. Stoliarenko, O. (2018) The challenges of higher education reforming in Ukraine/<http://ir.lib.vntu.edu.ua/bitstream/handle/123456789/20436/4090.pdf?sequence=3&isAllowed=y>