Education: innovative approaches and sustainable development in modern world

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Abstract. In the article, the authors consider problems related to the professional mobility of students, outline and analyze innovative teaching methods used in the educational process. Features of modern technologies used in the educational process are identified and presented; active methods of training and modeling are determined and discussed, efficiency of training technologies is investigated. Special attention is paid to the study of interactive forms of students' training. The authors present the results of deep analysis of approaches used in the educational process, within the framework of which, classifications of interactive teaching methods are given. The main stages of the business game with a discussion approach are developed and justified; an experimental test of the application of a business game with a discussion approach the purpose of which is to control knowledge and motivate students is presented. The authors prove that usage of debating approach in the framework of active forms of education has a positive impact on educational process and increases students' motivation to gain knowledge.

1 Introduction

Within the framework of socio-economic development of modern Russia, taking into consideration modern requirements, it becomes necessary to pay special attention to the quality of specialists' training. On the one hand, scientific and technological progress penetrates into all spheres of social and professional activity of people, as well as into the field of education, on the other hand, an integrated approach and appropriate research are necessary to ensure further consideration of innovations used in the educational process as a necessary phenomenon.

The Federal State Educational Standard of Higher Education (FSSES HE) specifies the requirements for educational process which demand the use of interactive and active forms of classes aimed at forming and developing professional competencies of students [6].

2 Materials and Methods

In our opinion, it is important to consider issues related primarily to students' professional mobility. Since professional mobility belongs to integrative personal education, which

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includes personality traits, social and professional competencies, professional experience, and its formation is based on the activity of the individual (I. A. Zimnyaya [2], E. A. Nikitina [3], I.K. Prokhorov [5]), there is a need for using appropriate forms and methods activating the inner potential of the student's personality in pedagogical process.

It is also important to emphasize that in the context of the problems under consideration, personnel training is carried out within the framework of a proven teaching methodology based on active and interactive teaching methods. Speaking about seminars, this aspect definitely has a positive impact on the quality of training.

Innovative teaching methods and techniques available in this field are introduced, among other aspects, for teaching in the absence of the lecture part of courses and are the result of the creativity of university teachers from different countries [9].

Interactive teaching methods are of particular interest in the study of modern methodological innovations. A professional approach and teacher's ability to apply these methods in the educational process is the most important component for teaching students. With the help of the motivational component indicated by the teacher, students master relevant knowledge and abilities, acquire skills of independent work, solve the tasks assigned to them in groups and teams.

At the present stage of development of society, a lot of research is carried out in the field of interactive teaching methods. With the help of the obtained research results, it is possible to designate the definitions associated with the classification of interactive teaching methods.

According to G.S. Kharkhanova, all interactive teaching methods can be classified into interactive teaching methods with a wide, medium and narrow range of possibilities [7].

O.A. Golubkova and I.F. Kefeli believe that classification of interactive teaching methods should be based on communicative functions and include play, discussion, and psychological methods [1].

Discussion, game and training interactive teaching methods belong to the classification by T.S. Panina and L.N. Vavilova [4].

In our opinion, it is important to concentrate special attention on the concept of Dale pyramid. This concept includes six levels for determining the effectiveness of the process of mastering the material by students, namely:

Level 1: a person assimilates 10% of what he has read,

Level 2: a person assimilates 20% of what he has heard,

Level 3: a person assimilates 30% of what he sees,

Level 4: a person assimilates 50% of what he has seen and heard,

Level 5: a person assimilates 80% of what he says himself,

Level 6: a person assimilates 90% of what he has memorized in the process of activity [8; 10].

Within the context of teaching university students, it becomes significant to pay special attention to the latest developments in the field of modern teaching technologies. In addition, appropriate conditions should be created for teachers, thanks to which the teacher can have the opportunity of not only conducting pedagogical research, but also be able to successfully introduce the latest methods into the educational process in order to improve the quality of students' learning. It is important to note that initiative, creativity, independence and responsibility of students for the result of his activity are distinctive features within the framework of their cognitive activity.

Therefore, the issue of introducing innovative teaching methods and forms into educational process remains relevant. Business game based on discussion approach is a good example of a teaching technology belonging to innovative category. Moreover, educational discussion can be considered one of the methods of problem learning.

In the framework of business games, discussion approaches are recommended to be used when studying relevant educational material. In this case, special attention is focused on the development of relevant competencies. Students have better understanding of professional approaches in the framework of decision-making tasks by modeling future professional activities in a playful way.

It is important to note that such active form of education as business game enables a teacher to simulate various aspects of students' future professional activity. It is also important that a teacher has the opportunity to search for new methods and techniques with the help of which he has a possibility of improving the very process of game activity.

The use of a business game in educational activities gives positive results not only in the framework of communication and joint performance of various tasks between participants of the educational process. It also allows to focus on various aspects of human activity. In addition, game is not only the method of effective learning, but also a reflection of reality, which is the nature of professional activity.

Experimental testing of a business game based on discussion approach aimed at increasing the level of motivational component of university students was carried out by the teaching staff of the Department of Tourism Business and Hospitality of the Federal State Budgetary Educational Institution of Higher Education Ural State University of Economics on the subject "Personnel Management in Tourism".

Experimental training was conducted for one experimental group (EG) and one control group (CG), with a total of 33 people, 16 and 17 people correspondently.

At seminars on the subject "Personnel management of a service organization" for the fourth-year students (control group) majoring in "International service" (specialization 43.03.01), traditional methods of teaching students were used.

At the seminars on the discipline "Personnel Management in Tourism" for the fourth-year students (experimental group) majoring in "Tourism" (specialization 43.03.02), on the basis of discussion approach business game was used as an interactive form of education.

It is important to pay special attention to the following main goals and objectives of introducing the business game in the educational process:

- formation of a systemic vision and holistic perception of students' future job;
- formation of students' cognitive professional motives;
- acquiring professional experience;
- creative approach to joint assignments;
- fostering a respectful attitude towards professional duties;
- fostering a respectful attitude towards the opinion of the team.

In the course of introducing the business game, the authors identified the following characteristic features of the process: imitation of real conditions; development of planned specific operations; modeling of the corresponding professional activity (performance of specific professional tasks).

The authors have developed and substantiated the methodology for conducting the business game using a discussion approach. The methodology includes the goals of a business game on the basis of discussion approach, the content of the main stages of the business game, and the effectiveness of its implementation.

In the process of introducing the business game for conducting seminars on the basis of discussion approach in the groups of students, the authors set the following goals:

1) formation of the following competencies in conditions of imitation of real working environment :

- the ability to plan production and economic activities of a service enterprise depending on the changes in market conditions and consumer demand, including considering social policy of the state;

- the ability to organize the work of the personnel, and make decisions on organizing of tourist activities;
- the ability to organize service process, select resources and tools, taking into account the requirements of the consumer.

2) formation of educational motivation of students, aimed at the development of relevant professional skills.

Students should clearly and professionally justify their decisions related to the application of appropriate methods for the recruitment, selection and adaptation of personnel. In addition, it is essential to focus on the main aspects, which help student's personality to be manifested and revealed, to identify what guides the student, when solving the relevant issues and tasks related to his further professional activities;

3) formation of skills in analyzing internal and external environment of service enterprises with the purpose of students' developing and applying abilities and knowledge gained in practical activities, namely peculiarities of the application of personnel management methodology at enterprises of service industry.

The main stages of the business game on the basis of discussion approach, conducted in the experimental group, are given below:

Stage 1. At this stage, three groups are formed that fulfill the task set by the teacher.

Stage 2. The teacher announces and justifies the choice of the topic of the business game. At this stage, students get acquainted with the purpose of the work and the main tasks the teacher sets.

Stage 3. At this stage, students are asked to study the assignment, relevant literature and didactic material.

Stage 4. At this stage, students jointly decide on the development and implementation of the assignment, using the appropriate didactic material and regulatory documentation. The result of their joint activities is a report containing a description and justification of the stages of work.

Stage 5. During this stage, the students discuss the present reports on the basis of debating activity. During the discussion students express their own points of view, make amendments, if necessary, substantiate their position on the relevant issues.

After that, students have to make a common decision which report is most successful, best presented and meets all the specified requirements.

Stage 6. Summing up the results of students' work in groups. The teacher focuses on the correct approach of students in the discussion of reports, analyzes the work of students in groups and evaluates their completed assignments.

Further, students can compare their completed assignment with the approach to it in other groups. In a real situation, taking into account their own approach to completing the task, students can see the effectiveness of different decision-making options.

Stage 7. At this stage, students must complete a report. When compiling a report, students acquire the skills of analytical work in a team, as well as a written presentation of relevant literature and didactic material analyzed in the process of doing the task.

It should be noted that within the framework of the business game, the formation of educational motivation of students took place.

The formation of educational motivation of students included the main approaches, which were aimed at making students strive to be active and independent in obtaining necessary knowledge within the framework of the discipline studied. In addition, motivational process has a positive Impact on the level of assimilation of knowledge and acquisition of professional skills. It also contributes to students' revealing and demonstrating their abilities within the framework of an active form of study.

The applied methods of activation helped students to imagine and realize themselves in their future professional role, as well as to understand personal meaning of their own independent activity.

Dialogue and discussion between students contributed to team building, development of critical thinking in solving the proposed professional tasks, joint control and analysis of completed tasks, increased interest to the creative approach.

In the process of conducting the business game students were aimed at high achievements when fulfilling the tasks assigned to them by the teacher.

With the help of the business game on the basis of discussion approach, the authors substantiated and tested the results of their experimental work in the framework of formation of motivational approach in teaching students.

The results of the study prove that use of discussion approach within the framework of active forms of education gives a positive result and increases students' motivation to acquiring knowledge, namely:

1) in the experimental group (introducing the business game on the basis of discussion approach):

- from 50% to 21% - the number of students with a low level of motivation decreased;*
- from 34% to 51% - the number of students with an average level of motivation increased;*
- from 16% to 27% - there was an increase in the number of students with a high level of motivation;*

2) in the control group:

- from 50% to 44% - there was a decrease in the number of students with a low level of motivation;*
- from 31% to 38% - the indicator of the number of students with an average level of motivation increased;*
- from 15% to 19% - the indicator of the number of students with a high level of motivation increased.*

The effectiveness of the use of business games on the basis of debates in the university educational process is proved by the dynamics of the formation of students' motivation in education.

3 Results and Discussion

The significance of the study lies in the possibility of using the presented method of business games on the basis of discussion approach for training specialists in the field of tourism in higher educational institutions.

The results obtained in the experimental and control groups demonstrate feasibility and effectiveness of the introduction of a business game on the basis of discussion approach in the university educational process.

4 Conclusions

Thus, the results of the research identify and prove the main pedagogical approaches and forms and methods of teaching, which make it possible to intensify the process of teaching university students. It has been shown that a business game on the basis of discussion approach is of particular interest and allows not only to improve the quality of acquired knowledge, but also to actively control the assimilation of students' relevant knowledge,

skills and abilities. In addition, the article presents and tests the methodology of using a business game in the groups of university students.

In the process of conducting the business game on the basis of discussion approach, students have the opportunity to significantly expand the range of knowledge in the field of tourism activities, to have an idea of an interconnected knowledge about models, approaches and methods of personnel management in the field of tourism, as well as to master relevant competencies within the subject they study. All these prove the effectiveness of the implementation of this technique.

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