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ОПЫТ ВНЕДРЕНИЯ ОБРАЗОВАТЕЛЬНЫХ ИННОВАЦИЙ НА ПРИМЕРЕ ПОДГОТОВКИ БАКАЛАВРОВ В ОБЛАСТИ ЭКОНОМИКИ

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Аннотация.

Российское государство приняло ряд важных мер для модернизации содержания высшего образования, повышения его качества и интеграции российского профессионального образования в международное образовательное пространство. На современном этапе развития российская система высшего образования проходит процесс модернизации в условиях динамических изменений в экономике и обществе в целом. Эти изменения обусловлены социально-экономическим развитием страны и процессами глобализации. В статье представлены результаты исследований современных тенденций и изменений в высшем российском образовании в рамках подготовки будущих специалистов в области экономики. Автор делает акцент на вопросах, посвященных формированию профессиональных и общекультурных компетенций студентов в условиях глобализации. Особая роль при этом отводится инновационным образовательным технологиям и методам обучения, направленным на повышение эффективности процесса вузовской подготовки будущих экономистов. Описывается опыт их изучения и использования в рамках преподавания дисциплин на иностранном языке в одном из крупнейших образовательных учреждений России, а именно в Российском экономическом университете им. Г.В. Плеханова (Кемеровском филиале)..

THE EXPERIENCE OF EDUCATIONAL INNOVATIONS' IMPLEMENTATION BY THE EXAMPLE OF TRAINING OF BACHELORS IN THE FIELD OF ECONOMICS

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Abstract.

The Russian society has taken a range of important measures for modernization of the higher education content, improvement of its quality and integration of the Russian professional education into the international educational space. At the modern stage of development Russian higher education system passes through modernization process in the conditions of dynamic changes in economics and society in general. These changes are stipulated by the social and economic development of the country and the processes of globalization. In this article, the authors study the modern trends of higher education development in Russia within the framework of the professional training of specialists in the field of economics. The author highlights the problems devoted to the students' competence (professional and social-cultural skills) forming in the period of globalization. Special attention is given to the innovative teaching technologies and methods which increase the effectiveness of the educational process of future economists. A study and implementation of these technologies and methods while teaching subjects in foreign language at the premises of one of the largest higher education institutions in Russia, namely, the Kemerovo Institute (affiliated branch) of the Plekhanov Russian University of Economics are described.

Introduction

The concept of "globalization" appeared in the scientific and social use in the late 1990s. It was introduced by American researchers and observers in the field of economics, and implies a set of inter-related changes in the economic, legal, information, educational, and sociocultural systems. These changes are connected with the complex processes of cross-border intercultural communication, the transmission of knowledge, the establishment of the information society [1].

The globalization of education is a continuous process toward creating a unified international education system, in which the differences between the education systems within it are blurred [2]. It gives a start to the internationalization of knowledge, the unification of skills and competences, the transnationalization of education and the achievement of an international level of its quality. The globalization of education is impossible without the development of regional and interregional cooperation in the field of educational, information and communication technologies, the establishment of virtual universities ensuring equality and access to education.

The globalization of education reflects the strengthening of ties between international business and nations, through the emergence of multinational corporations as the main customer of educational services, the development of the Internet, the growth of metropolises, the standardization of industrial products and the unification of financial reporting. In the process of creating a unified cross-cultural business environment the importance of the English language as a means of transferring global economic, social and cultural information is repeatedly increasing.

Due to universality and integrity – the basic principles of the globalization of education – a modern specialist who speaks professional English becomes competitive in the world labor market. This became an important element of the Bologna Process to which Russia joined in 2003.

In this regard, as a significant direction for the further modernization of Russian higher education, the European guidelines for the development of educational systems came to the forefront. They meet the goals of internationalization and the creation of a common European space for higher education. [3]. Along with the introduction of three-level structure of higher education (bachelor, master, doctoral) and issuing the European Diploma Supplement, the academic mobility of students, teachers and staff is expected to increase, as well as the policy of international openness of universities.

There is a certain rethinking of the system of professionally significant qualities and skills of future specialists during the reform of higher education system in Russia. Today they are called competences, which represent the ability to apply knowledge, skills and personal qualities for successful activities in a certain professional field.

The United Kingdom can be considered as a homeland of competence approach. In the basis of the competence approach to the teaching process at the university, in the opinion of the first foreign researchers, lies the system of providing such a quality of training specialists that would meet the requirements of the modern world labor market [4]. In connection with scientific and technological progress and, as a result, the emergence of new jobs and professions, the educational systems of a number of countries have turned their attention to the need of harmonizing the requirements of the labor market, vocational training and education systems. This approach is of particular relevance at the present time also because of the intensification of the globalization process in the world economy. The study of international experience in many ways can contribute to the introduction and adjustment of the competence approach in the system of national higher education.

Materials and Methods

The competence approach has been of great interest among Russian scientists and scholars in recent decade. In the scientific literature there are different points of view and attempts to develop a terminological apparatus, to systematize the main provisions of this approach and to develop a unified concept of its implementation. Some scholars, for example, understand by the term of the competence approach the attempt to reconcile, on the one hand, the need of the individual to integrate himself into the society, on the other hand, the need of a society to use the potential of each individual to ensure its economic, cultural and political self-development. [5]. Thus, a specialist trained within the framework of the competence approach and possessing a high level of professional and general educational competencies can easily integrate into society. He will not only strive to the simple exchange of information, but to influent the society with the purpose of positive change.

According to the Federal national educational standard of higher professional education, professional and general cultural competencies are singled out. Professional competencies (PC) include general professional and specialized competencies that characterize a person as a professional. At the same time, professional competencies in modern conditions are not enough to meet the requirements of the labour market, so there is a need for students to train general cultural competencies.

General cultural competencies (GCC) include social and personal, organizational, managerial and general scientific skills necessary for a specialist to carry out his professional duties and responsibilities and to be successful and in demand on the labor market. They are trained by a block of humanitarian, economic and legal disciplines, but both professional and special disciplines "work" for the training of general cultural competences.

The driving force of the global educational system development is the introduction of innovative components in the organizational and educational processes. The innovation, in broad sense, is understood as the realization of new knowledge in various social, production, technical, economic, administrative and humanitarian areas of human activity. In this regard, the development of necessary skills for operating in these areas, provided that information and knowledge is obtained from a wide range of global resources, becomes of particular relevance. At the same time, special emphasis is made on research and innovation activities and inter-disciplinary research [5-6].

There is a variety of criteria for structuring the innovation process. So, on the distribution basis, we can single out global, national and university innovations. Global innovations include such changes that occur in educational systems, for example, the use of the Internet, the creation of virtual universities, Internet conferences, and webinars. Within the framework of national innovations, we should mention the transition to a three-level training system, the use of the European Credit Transfer System (ECTS), the introduction of a rating system for assessing knowledge and independent work of students in Russia. Using interactive teaching methods, computer technologies, creating student communities, the work of tutors, etc. act as integral elements of innovation at the university level. By the functional criterion, innovations can be divided into inter-subject (they are conditioned by the specifics of a particular subject and the activity of a particular teacher), general (they are related to the organization and methodological support of the educational process), administrative (decisions made by the managers of different levels, in order to improve the efficiency and quality of the educational process).

We support the opinion of Clayton M. Christensen and Henry J. Eyring that today universities are the driver of the global innovative process [5]. The importance of developing the innovative component in the educational area is stipulated by the university's initial role in modern global society – the organizer and coordinator of the educational process.

Results and Discussions

A bright example of an international university in Russia is Plekhanov Russian University of Economics, which acts as a major scientific and educational center for the training and professional development of bachelors, masters and specialists in the field of economics and management, finance and law. Involving teachers and students in global educational processes (international exchange, traineeship and conferences) requires the training of international level competences and depth knowledge of a foreign language. Due to the qualitative changes in the educational activity, real environment and opportunities for language proficiency development are being formed at higher education institutions. This, in its turn, will allow bringing the development of international academic exchanges to a new level, which is significant for Russia, which is a party to the Bologna process [1].

Lecturing is one of the training forms in the educational process at higher institution. It allows delivering much information to the students at the definite time period. The development of lecture as a form of training takes place in two main directions: a) targeted selection of content in accordance with the requirements of modern science; b) improving the methodology of preparation and delivering lectures; c) the constant search for a new both in the content, and the ways it is presented. The choice of the formal structure of lecture is determined by its aim, conditions, social and psychological characteristics of the audience, the future profession of students.

Nowadays, lectures are difficult to compete with the media, with scientific works and journalism in the promptness of this or that information. It seems that along with the classical form (an informational presentation of the content by the lecturer), now special attention should be paid to the lectures which ensure active involvement of students in cooperation, in the process of collective thinking. The

current level of student training is such that most of the lectures should implement the problem presentation method.

During a problem lecture, both the lecturer and the students are in an active scientific-and- cognitive and social position, especially when the lecture is in the form of a live dialogue. The teacher expresses his point of view, asks questions, finds answers and presents them to the audience. The answers of students present, to a certain extent, the social actions, suggesting both courage, and a measure of responsibility, taking into account the consequences ("what if my opinion does not coincide with the opinion of the teacher", "can I say nonsense", "will my statement affect my rating" and so on). Hence the lecture can observe the passivity of the audience, its reluctance to be engaged in a dialogue, and sometimes even active resistance. There is no doubt that the teacher plays the main organizing role in a lecture-dialogue. The active position of the students, whether they participate in the interaction or not, greatly depends on his abilities and skills to conduct a discussion or even just a dialogue with students. When the audience gets used to working in a dialogue, the efforts of the teacher are paid – joint creative process begins.

Another innovative form of lecture, in which the principles of problem-solving and interactive communication are realized, is a "lecture by two". This form is interesting not only because it demonstrates the clash of different positions and views of two teachers, but also a certain model of communication, the ability to conduct a scientific dispute correctly. Obviously, such lectures impose increased demand on teachers, on their intellectual and psychological compatibility: it is necessary to have developed communicative skills, abilities to improvise, a high level of knowledge of the matter, the speed of reaction, etc.

"Lecture by two" is the work of two teachers who are delivering lecture on the same subject and interact on problem-organized material both with each other and with the audience. In the dialogue of teachers and students, the problem is posed and the analysis of the situation is carried out, hypotheses are put forward, they are proved or disproved, the contradictions are resolved, and the solutions are found.

As the experience shows the lectures of such type are an extremely effective form of training close to the intellectual play and collective thinking activity. The high activity level of teachers causes a mental and behavioral response from the students. The dialogue between two lecturers and students proceeds in the form of both external and internal dialogues. The students get a visual idea of the ways of dialoguing, as well as the opportunity to participate in it directly. All this ensures the achievement of the goals of education and upbringing, the formation of cognitive motivation. Especially, as practice shows, this form of lectures is effective when integrating the content of general and special (economic) disciplines, when teachers of different specialties participate in them.

The technology of delivering such lectures is the following:

- the selection of an appropriate topic, in the content of which there are scientific contradictions or different points of view;
- the selection of two teachers, compatible with both the thinking style and the ways of communication;
- the development of a script for lecturing (thesis plan, content blocks, timing, etc.)

This innovative type of lecture is like a mini-game, a "theater of two actors", which creates a positive emotional background and increases the interest of the students to the subject and learning process. As one of the methodical ways to achieve the positive result and an atmosphere of confidence one of the lecturer enters into the lecturing an unexpected new for another information, to which the latter must respond. This puts the teacher in the conditions of natural improvisation, and cause trust from the students and acceptance of this form of education.

Another form of innovative lecture is lecture-visualization. It is proved that a large amount of information transmitted during a lecture blocks its perception, understanding and assimilation. To overcome these difficulties the visual materials and technical means of their presentation can be used.

Visualization means the process of converting verbal information (oral and written) into a visual form: diagrams, tables, pictograms, reference notes, etc. This method allows increasing the amount of transmitted information due to its systematization, concentration, allocation of the most important elements of the message.

At the same time, almost any form of visual information contains elements of some problem, because the visual material is like a "folded thought", the content of a part of the lecture. The process of

visualization of lecture material, as well as its decoding by the students, always generates a problematic situation (or at least problematic issues), the solution of which is connected with the analysis, synthesis, generalization, curtailment and deployment of information, that is, with operations of active thinking activity.

Delivering such kind of innovative lectures is carried out as commenting or joint creation of visual materials. The use of such lectures is effective if we take into account the psychophysiological characteristics of students, the level of their readiness and training, area of their future profession, etc.

For students of the training program 38.03.01 "Economics" (profile "world economy") one of the significant general cultural competencies is the knowledge of at least one foreign languages at the *level not lower than the spoken one* [3]. According to the curriculum of the Kemerovo Institute (affiliated branch) of Plekhanov Russian University of Economics the study of a foreign language by the students of the "world economy" profile is provided within the framework of a number of the following disciplines: "Foreign language", "Business situation analysis", "Foreign language of professional communication", "Business correspondence and business documentation in a foreign language".

Within the framework of the competence approach there is a deliberate rethinking of the content and methods of teaching a foreign language in a non-linguistic higher educational institution. Teachers are increasingly turning their attention to the innovative technologies and techniques, including interactive teaching methods and the use of computer technologies. The variability, implying an adequate choice of a method aimed at training of a certain professional or general cultural competence, is an integral element of improving the effectiveness of the educational process. Among the variety of active and interactive methods of teaching foreign language, special attention deserves: role plays, case-study method, brainstorming, method 653, discussion [6, 10], as well as project methodology that encourages an independent work of the students.

The scientific and methodological literature describes a large number of studies devoted to the theoretical and practical usage of the *role play* activity in the educational process at various educational levels. The content of the role play or business role play should be based on modeling situations that are close to the real professional environment, on joint activities of the participants of the play, and possess the elements of competition. Proceeding from this, the organization of a business role play should include the following stages:

1. Definition of professional environment which will be modeled in the play by the students.
2. Statement of the problem and the educational aim of the play.
3. Identification of the main stages of the business play, the main factors that determine its nature and dynamics.
4. Definition of specific goals that the students must achieve (to develop specific approaches to the problem-solving or finding specific solutions of the problem), setting the nature of interaction of the participants within their roles.
5. Script writing and definition of the rules of the play.
6. Development of criteria for results assessment and analyzing the activity of the participants.
7. Drafting instructions for the play organizer, referees, and participants; the development of appropriate general and individual working materials for participants.

As there are a lot of different approaches and views to the methodology of role plays among Russian and foreign researches and scholars, we will not dwell on the theory of this issue, but only highlight that, in the framework of the university training of bachelors and masters, special attention deserves those role plays which content reflects future professional and business environment. Since it is a means of modeling of professional activity, its use in the teaching process allows creating conditions for training both professional and general cultural competencies.

The teachers of the Department of Humanities at the Kemerovo Institute (branch) of Plekhanov Russian University of Economics widely use the role play technique in the process of teaching the disciplines in a foreign language, as well as the disciplines devoted to the study of the language itself. As a part of the exam the students of the training program "Economics" (profile "world economy") script a business role play scenario and present it in the class. Preparation for the final role play begins with the first lessons and consists in collecting actual, relevant information on the topic of the play, with its subsequent use in the script. Language skills (the ability to build grammatically and lexically correct sentences in English) and communicative skills (the ability to interact with a partner, choosing appro-

appropriate (verbal and non-verbal) means of communication) are practiced during the entire period of studying the discipline. This process becomes more effective while using special tasks during the lessons that help students to prepare for participation in spontaneous communication on professional topics. Such tasks include making and presenting the role dialogues, listening to the audio recordings and fulfilling the tasks – listening comprehension, etc. After the role play, the teacher, together with the students, conducts a detailed analysis, determines the achievement of pedagogical and role play goals, comments on the progress of students in language and communication skills, corrects errors and makes recommendations for the future. Using of the role play technique in classroom activities greatly enhances the interest of students in studying the discipline, removes the psychological barrier in communication in a foreign language and promotes training of general cultural and professional competences.

To attract the students' attention to the disciplines in a foreign language such method as a *case study* has been widely used nowadays [7]. Some researchers and scholars call them *problem solving* or *dilemma and decision*. The situations offered to the students within the framework of the discipline "Foreign language of professional communication" have a structure consisting of a set of mandatory components. The first component of the structure is a short description of the history (background or brief) of the problem, which shows the main characters of the conflict, their economic and financial positions, relations with each other, etc. Then there is the information detailing the problem that has arisen and containing a specific task for students. This component can contain the following tasks: work in micro-groups (groups), analyze the problem on behalf of the participants, present your solutions, prepare a report (presentation) on the work done, negotiate trying to resolve the existing differences between the companies, etc. The final component of the structure can be a written task (write it up), which includes the preparation of a short report, a memo or a minute of negotiations, depending on the content of the problem.

Using the case study method in studying a foreign language helps students not only to improve their level of knowledge, but also learn how to build a paradigm for solving a problem by participating in language and professional interaction. According to the federal education standard of higher professional education of specialists in economics, the bachelor-economist *should be able to organize the work of a small group set up to implement a specific economic project and be ready to cooperate with colleagues, work in a team* [3]. Therefore, the possibility of combining individual and group work of students is especially important while using this method.

The method of *brainstorming*, being a very interesting and productive method of training professional and general cultural competencies, is also quite often used in teaching the disciplines in a foreign language at the Kemerovo Institute (branch) of Plekhanov Russian University of Economics. Without dwelling on the details of arranging and conducting the brainstorming session, it would be appropriate, as an example, to describe the task offered to the students for discussion in the brainstorming mode. This problem was discussed while studying the topic "Financial markets" and helped students to have speech practice in English and consolidate studied vocabulary.

Problem 1. The company, which issued bonds, is becoming less competitive. It desperately needs some urgent investments in order to keep its market share. However, the company has to repay a great amount of intermediate dividends on bonds during this month. This is the money that could be spent as its own investments. What should the top management do?

A special advantage of this method is the ability to "think out loud" in a foreign language, given to students during a brainstorming session. Since the rules of brainstorming presuppose suggesting a variety of ideas (including ridiculous ones) for solving the problem, the students with a low language level are able to take part in the discussion. Involving such students in the educational process greatly contributes to the increase of motivation for study the discipline in a foreign language [6].

The next innovative method of teaching foreign language at higher school is the *method "653"*, which is largely based on the principles and rules of the brainstorming. It will be most effective in situation where a collective solution to the problem is required and the group has a sufficiently high level of knowledge of a foreign language.

Method "653" is used in a group of six people who generate three ideas for solving a given problem within five minutes. These ideas are fixed on paper and then sent clockwise to each other. During next five minutes each participant studies the information received by him and details it. The process continues until each member of the group has studied and adjusted all the proposed ideas. Based on the results

of the work, the group has 18 detailed proposals for solution of the problem. Further, students discuss the ideas, specify them and select the best option.

The advantage of using this method is to obtain a large number of suggestions in a foreign language in a short period of time. The disadvantage is a frequent doubling of ideas, because at the first stage the obvious ideas are already voiced by many students. It must also be assumed that some students will not be able to offer 3 ideas in 5 minutes in writing in a foreign language. In this regard, it should be stressed once again that the use of this method in a group of students with higher level of language skills makes it possible to achieve better results.

As it was mentioned above, one of the expected changes in the system of higher education should be growing mobility of students, teachers and staff, and the implementation of a policy of international openness of universities. In this regard, the role and importance a foreign language are growing. However, in new curriculum for the bachelors we observe a significant reduction of academic hours for classroom activities and their increase for independent work. Consequently, a serious problem arises that is of training competencies precisely in classes in a foreign language. Due to the reduction in the number of hours for classroom work, this process shifts towards independent and extracurricular work. A teacher can use innovative interactive methods such as role play, brainstorming, and case study method during the lessons, but one of the extracurricular work forms is projecting method.

It implies the students' extracurricular work include collecting and analyzing professional economic information on specific topics. Within the framework of independent work while studying the disciplines in a foreign language, not only general cultural but also professional competences are being trained. They are the following: *being capable of collecting, analyzing and processing the data necessary to solve economic problems; being capable of using domestic and foreign sources of information, collecting the necessary data, analyzing them and prepare an information review and / or analytical report* [3].

The result of students' independent work is the creation of projects for the development of firms, banks, promotion of goods to the market, etc., as well as the presentation of these projects. Practice shows that individual independent work gives an opportunity not only to be in the role of a researcher, but also to realize future professional competencies in the process of presentation and discussion of projects, reports, essays, etc.

While studying the topic "Marketing", as an example, the students were subdivided into several groups. Each group represented a firm that produced goods or provided services. The task was to analyze the segmentation of the market, choose suppliers and buyers, find a market niche, create and place advertising. At the end of their work the students made the presentations of the projects in English.

A significant problem of training the competencies of the students is the question whether it has been trained completely or not. That is a question of its maturity. The solution to this problem can be found in the monitoring of this process, which allows not only to reveal the results, but also, if necessary, to make appropriate corrections.

Pedagogical monitoring is a continuous, scientifically grounded diagnostic-prognostic observation of the state and development of educational processes for the purpose of managing them, identifying their compliance with the desired objectives and further correction of these processes if necessary. In respect to the process of training of general cultural competences monitoring implies the continuous scientifically based study of the process and results of teaching a foreign language, the usage of a various innovative teaching methods and technologies, both in classroom and in extracurricular activities.

The *object* of monitoring of the general cultural competences' training is the results of the educational process and the means used to achieve them. Monitoring allows determining what competences have been trained at the certain stage of language learning, whether the methods used for this were effective, to what extent they correspond to specific goals.

The leading requirements of monitoring are *objectivity, validity, reliability, regularity, integrity, humanistic approach* to the study.

Objectivity of monitoring is the maximum exclusion of subjective assessments, taking into account all the results, both positive and negative. To follow this criterion, the teachers and tutors of the Department of Humanities at Kemerovo Institute (branch) of Plekhanov Russian University of Economics developed a number of computer tests. Nowadays due to the overall changes in both technology and education we observe innovative and promising approaches to the use of computer technology in assessment of educational results [8]. Computer tests reveal the level of trained competences at the initial

stage of training (Exit test), in the process of studying the discipline (after each Module) and at the final stage of the study (Final test) for the discipline "Foreign (English) language". The computer tests help teachers to trace the dynamics of changes in the level of language skills at a certain stage, to make necessary adjustments to the content of the learning process and the choice of methods and forms of organization of this process. The advantage of this monitoring form for students is the possibility of creating comfortable, from a psychological point of view, conditions for testing knowledge and skills.

The requirement of validity for monitoring implies the compliance of control tasks (in our case - tests) with the content of the material being studied, the clarity of measurement and assessment criteria, the possibility of confirming positive or negative results by different control methods.

Since the pedagogical process at the university is integral, monitoring involves the use of a set of criteria and a set of different methods and technics of control. Proceeding from this, we simultaneously use a variety of methods to study the effectiveness of the competence training process - tests, questionnaire surveys of students, their independent characteristics in conversations with teachers and tutors, observations, conversations with students.

The humanistic approach of monitoring assumes the creation of goodwill, favorable climate, trust, respect for students, and a positive emotional microclimate. The monitoring results cannot be used to apply any repressive measures to students [9].

Conclusions

Each of the methods of training competences at the university described above has its advantages and disadvantages, which should be taken into account by the teacher or tutor when organizing the educational process. Currently, their use has been already regulated by the content of the work programs for disciplines and curriculum, as well as the state regulatory documents. As a consequence, there is a need for their constant introduction into the educational process. Therefore, the exchange of experience in this area can greatly help teachers and tutors to make the educational process more interesting and efficient, and focused on training of the definite competencies.

Summing up it should be stressed that the use of innovative methods for training modern general educational and professional competencies, within the framework of the competence-based approach, among students of Russian universities will help not only to accelerate the integration into the international educational and cultural space, but also to improve the quality of Russian education.

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