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Students' educational care in higher education institutions: an innovative aspect

El trabajo educativo de los estudiantes en las instituciones de educación superior: una vertiente innovadora

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Abstract

The article analyzes the innovative system of educational work in an educational institution and proposes innovative approaches to improving the educational sector. The purpose of the article is to reveal the innovative component in the educational system of educational institutions and experimentally verify the effectiveness and importance of the innovative system of educational assistance in higher education institutions for education. The methodological basis of the study is presented at four hierarchically subordinate levels: philosophical, general



scientific, specifically scientific and technological. The structural elements of the innovative system of educational assistance in an educational institution, its components, and the main ways of professionalization are developed. We highlight the main innovative principles of education in educational institutions. The main innovative principles and methods of education in educational institutions are highlighted. An experimental study was conducted to confirm the effectiveness and importance of the innovative system of educational work in higher education institutions for education. As a result of the experiment, positive changes allow us to speak about an increase in the level of student learning.

Keywords: innovative approaches, educational system, higher education institutions, innovative educational technologies, Internet technologies, integrated educational environment.

Resumen

El artículo analiza el sistema innovador de trabajo educativo en una institución educativa y propone enfoques innovadores para mejorar el sector educativo. El propósito del artículo es revelar el componente innovador en el sistema educativo de las instituciones educativas y verificar experimentalmente la efectividad e importancia del sistema innovador de asistencia educativa en las instituciones de educación superior para la educación. La base metodológica del estudio se presenta en cuatro niveles jerárquicamente subordinados: filosófico, científico general, específicamente científico y tecnológico. Se han desarrollado los elementos estructurales del sistema innovador de asistencia educativa de una institución educativa, sus componentes y las principales vías de profesionalización. Destaquemos los principales principios innovadores de la enseñanza en las instituciones educativas. Se destacan los principales principios y métodos innovadores de enseñanza en las instituciones educativas. Se realizó un estudio experimental para confirmar la efectividad e importancia de un sistema innovador de trabajo educativo en las instituciones de educación superior para la educación. Como resultado del experimento, los cambios positivos permiten hablar de un aumento en el nivel de aprendizaje de los estudiantes.

Palabras clave: enfoques innovadores, sistema educativo, instituciones de educación superior, tecnologías educativas innovadoras, tecnologías de Internet, entorno educativo integrado.

Introduction

The modern development of the information society, the processes of world globalization and integration, and the innovative processes that occur in all spheres of human life contribute to the fact that education is a priority factor in the development of the socio-economic, socio-political, and spiritual and cultural life of any state.

The modernization of domestic education is designed to ensure that the educational process meets the present requirements. In this regard, the need for a thorough theoretical and methodological analysis and generalization of promising pedagogical experience on the problem of the innovative orientation of the modern education system is becoming more urgent. This would counteract destructive tendencies in the organization of the educational process and contribute to the development of innovative educational models, technologies, and methods (Vorozhbit-Gorbatyuk & Khizhnyak, 2022).

About 90% of students and teenagers have access to the Internet and actively use it for “business” (educational) purposes and as a means of communication, entertainment, and leisure. More than 55% of students have access to the Internet at home, and the rest (more than 40%) use it in Internet clubs, at their educational institution (at the institute, at school), at the homes of their acquaintances and friends, or elsewhere. Therefore, the Internet is an important part of the lives of modern children, is a modern learning tool and one of the social attractors that determines their content and quality.

The contribution of our research encourages subjects of learning to be active, creative, and apply the knowledge gained during their studies. Innovative education provides the subject of learning with conditions

for his self-determination, self-realization, and promotes the development of responsibility for his own initiatives, ideas, efforts, and actions.

The main idea of the study is the proposition that the formation of an innovative orientation of the educational process is a priority direction of the process of modernization of domestic education, which is determined by the needs of society and subjects of education, is based on the freedom and personal choice of subjects of education, is determined by the presence of responsibility for the consequences of one's own activities, takes into account the specifics of the educational process of educational institutions and the individuality of its subjects.

The general hypothesis of the study is the assumption that the formation of an innovative orientation of the educational process in educational institutions will be effective if it is carried out by scientifically substantiated theoretical provisions and taking into account positive practical experience through the implementation of its substantiated system (Dubasenyuk, 2021).

Effective solution of the problem of formation of innovative orientation of educational process is made impossible by the existence of contradictions between:

- The need of society in formation of a new generation with a fundamentally different philosophy of life, which is characterized by dynamism, flexibility in solving various problems, the desire to increase interconnections with the environment, and insufficient level of awareness of the essence and functions of innovations in education;
- The requirement of modernization of the educational process taking into account the humanistic-innovative paradigm and insufficient capabilities of the educational institutions for its implementation;
- The need to apply innovative educational technologies in practice and insufficient level of psychological and pedagogical readiness of teachers for innovative activity in the educational process;
- The need to implement the results of fundamental and applied research on the problem of innovations in education and limited application of educational innovations in mass practice;
- The spread of innovations in educational and upbringing systems and the insufficient development of the organizational and methodological mechanism for their implementation in educational activities.

The need to resolve the aforementioned contradictions and the need to overcome various complex issues in the educational process allow us to formulate the research problem, which consists in the need to highlight the theoretical, methodological and practical principles of the innovative orientation of the educational process in educational institutions. This will allow us to optimize and qualitatively improve the implementation of innovations in the educational process. On this basis, the topic of our article was determined.

The article deals with the following main issues:

1. The essence of the education process in a broad and narrow sense.
2. The main tasks of the innovative educational system of educational institutions.
3. The main directions of professionalization of the innovative system of educational care of the educational institution.
4. The provisions of innovative approaches in the system of educational care of educational institutions.
5. The positions that are necessary for innovative approaches in the system of educational care.
6. Tasks of the system of applying innovative approaches in educational care.
7. The groups of innovative approaches function in the system of educational care.
8. The main goals of innovative approaches in the system of educational care.
9. The main parameters of creativity, which are necessary when using innovative approaches.



Literature Review

System analysis and structuring of innovative learning technologies in different segments of scientific fields allow modeling optimal scenarios of their use in the educational process. Granting innovative learning technologies academic status in the higher education system reveals L. Kondrashova, O. Lavrentyeva, & N. Zelenkova (2008). They revealed the most appropriate innovative approaches in the system of educational care of educational institutions, taking into account advanced educational experience and achievements of pedagogical science. O. Dubasenyuk (2014) presented innovative approaches in the system of educational care of educational institutions as a holistic formation, which is necessary for the process of integration of education and upbringing components and promotes the self-development of the individual, continuous development throughout life, the creation of an educational and developmental environment of the educational institution and is oriented towards innovative conditions for taking into account the interests and needs of children and adults.

For the scientific and pedagogical discourse, the differentiation of the role and effectiveness of the implementation of innovative learning technologies in higher education institutions has become a significant problem. For different clusters of the scientific space, the level of involvement and effectiveness of the use of ICT and digitalization is different. This aspect is emphasized in the study V. Tretko (2011). He showed the role of innovative development of education, singled out innovative approaches in the system of educational care of educational institutions, and presented the content of educational technologies and innovative experiences in the educational process. In turn, scientists V. Gladush & G. Lysenko (2014) analyzed the main issues of higher school pedagogy, showed the role of didactics and the theory of educating students in educational institutions, and paid attention to the formation of the teacher's pedagogical culture and his scientific organization of work. V. Kovalchuk & A. Shcherbak (2018) improved the process of professional training of students, showed the main innovative approaches in the system of educational care of educational institutions, and offered innovative learning technologies in the educational space.

Educational realities have led to a real boom in scientific research devoted to innovative technologies of education in higher education. Strategic aspects of the development of innovative technologies of education were revealed in scientific research I. Krasnoschok (2019) clarified the essence and basic principles of innovative approaches in the system of educational care of educational institutions and proposed a system of innovative functioning of educational care for institutions of higher education. V. Vorozhbit-Gorbatyuk, & I. Khizhnyak (2022) revealed the goals, content, and features of innovative approaches in the system of educational care of educational institutions, substantiating the need in the educational institution for methodical content of educational care from the standpoint of partnership co-creation of pupils, educators, society, community.

The study of innovative experience shows that most scientific research is devoted to the topic of innovations, but there is a lack of a system-activity approach that makes it possible to analyze not only individual stages of the innovation process, but also to move on to a comprehensive study of innovations. The search for solutions to pedagogical problems of innovation is closely related to the analysis of existing results of research into the essence, structure, classification and features of the course of innovation processes in the field of education. Having analyzed the theoretical and methodological state and problems of education, the need for a new formation of dynamic pedagogical personnel capable of constantly updating professional knowledge, capable of being implemented in an innovative environment was revealed.

The study and systematization of modern trends in the modernization of training of education specialists contributed to the justification and creation of a model for updating teacher training using innovative technologies, which should become a prerequisite for achieving a high level of training of a highly qualified specialist.

The issues of forming an innovative educational environment, the role of innovative activity subjects in these processes, and the issue of innovative competence of teachers as the main resource that determines the readiness of an educational institution to implement innovations require systematization and further development.

Purpose. To reveal the innovative component in the educational system of educational institutions and experimentally verify the effectiveness and importance of the innovative system of educational assistance in higher education institutions for education.

Methodology

The methodological principles of the study are: leading provisions of the theory of scientific knowledge; general scientific principles of historicism, systematics, scientificity; conceptual provisions of pedagogical, psychological, sociological sciences; ideas of experience based on the synchronous study of pedagogical, socio-cultural and economic phenomena; philosophical and pedagogical ideas of the development of modern education.

At various stages of the scientific search, the following methods were used to achieve the goal: analysis, synthesis, comparison, generalization, and systematization – to study scientific literature, regulatory and legal acts, and Internet resources, which made it possible to find out the state of development of the selected problem, substantiation of conceptual foundations innovative system of educational care in an educational institution, organization of the obtained results; modeling, classification – to distinguish the components of the researched phenomenon of the innovative system of educational care in the educational institution; experimental methods – to conduct an experimental study to prove the effectiveness and importance for education of an innovative system of educational care in institutions of higher education.

During our research, it was necessary to observe the principles and provisions:

- The andragogical approach, which is represented by the individualization of students of education, systematicity, the need for awareness of learning and upbringing in the educational process, contextuality, electivity, the priority of independence of students of education and upbringing, joint activity, and interaction of all students of education;
- Systemic approach – the application of innovative approaches in the system of educational care of educational institutions, is a system that consists of a subject, a product, a goal, the conditions of the subject's development during the educational process, takes into account internal and external factors of influence, provides an idea of the role of the teacher, its planning, values and motives, a responsible attitude to the environment in the educational space;
- Acmeological approach, based on which, through acme-personality or acme-collective, acmeological mechanisms of personality formation, a self-education process, self-development of personality, self-education of education seekers, self-improvement of a person during life, self-monitoring, self-regulation, self-determination, self-organization of the personality;
- The position of the environmental, socio-cultural approach is created based on the methodological approach based on the systemic approach, based on the contradictory relations of society, where educational innovative processes and phenomena are manifested;
- The position of the procedural innovative approach in the system of educational care of educational institutions reflects the intentions of the competence of the specialist not only to satisfy his personal needs;
- The provisions of the contextual approach, which is effective for the implementation of innovative approaches in the system of educational care of educational institutions.

When determining the sample of subjects, the general specificity of the research subject was taken into account. The total sample size was 160 subjects. When forming the sample, the criteria of content, representativeness, and equivalence were taken into account. The sample was formed by random selection using the technical procedure for calculating the selection step.



The implementation of the pedagogical experiment was carried out in three stages: preparatory, main, and final.

At the preparatory stage, the goal and objectives of the study were determined, the experimental plan was developed, methods for measuring and processing the results were identified, control and experimental groups were selected, and their homogeneity was checked.

At the main stage, the experiment was conducted.

At the final stage, the results of the experiment were analyzed, their reliability was confirmed, and conclusions were drawn about the pedagogical effect of the experiment.

The reliability and validity of the obtained results, the objectivity of their assessment were ensured by the methodological soundness of the initial positions and the qualimetric mechanism for assessing the quality of the research, the use of a complex of complementary research methods, and the involvement of a group of respondents from a higher educational institution in the analysis of its results.

To assess the homogeneity of experimental and control data collection, statistical processing was carried out using MS Excel and SPSS (Statistical Package for Social Science) programs.

The study largely depends on the accuracy and reliability of the data. Within the framework of research work, the quality of data collection and analysis not only adds weight to the study, but also contributes to the formation of substantiated conclusions, which is key to academic success.

Qualitative research methods are characterized by the fact that experimental data are collected from a relatively small group of respondents and are not analyzed using statistics, therefore, in the study we used quantitative methods to study a large group of people and subsequently analyzed the data obtained using statistical methods.

The choice of pedagogical experiment in our study is a certain set of research methods that provides a scientifically objective and evidentiary verification of the correctness of the goal substantiated at the beginning of the study. It allows, more deeply than other methods, to check the effectiveness of certain innovations in teaching and upbringing, to compare the values of various factors in the structure of the pedagogical process and choose the best (optimal) combinations of them for the corresponding situation, to identify the appropriate conditions for the implementation of certain pedagogical tasks.

During the experiment, the target, content, and procedural components of specialists were implemented, and the effectiveness of the ways we identified in the use of Innovative technologies in education was tested. The results of the experimental study confirmed the applicability, optimality, and effectiveness of the proposed ways of using Innovative technologies in education.

Results and Discussion

The essence of the education process is in a broad and narrow sense.

The educational process is aimed at forming in students: a patriotic worldview, high moral qualities, culture, a democratic and humanistic worldview, is responsible for intelligence, creativity, and purposefulness in further professional life, makes them responsible specialists, and takes place with the help of innovative approaches in the system of educational care of institutions education.

Let's consider the essence of the education process in a broad and narrow sense. In a broad sense, the essence of the education process is the sum of influences on the psyche of a person, which is aimed at

preparing a person for active professional activity in the public, industrial, and cultural life of the public space (Popadych, 2017).

The ascertaining stage of the experimental study.

Using a questionnaire, we analyzed the survey of respondents at the ascertaining stage of the experimental study on the problem of implementing an innovative system of educational work in higher education institutions, which showed the following results.

In response to the question, “Are you satisfied with the educational system in higher education?” the following answers were received (Fig. 1):

- Yes – 42%;
- No – 58%.

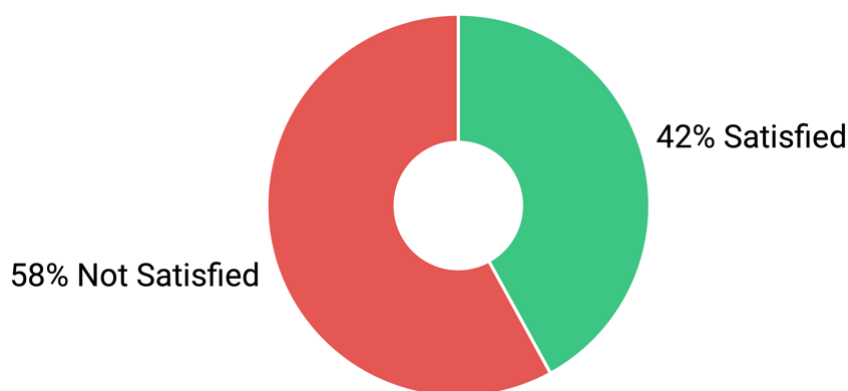


Figure 1. Satisfaction with Higher Education System.

In response to the question “What is your attitude towards innovations in the educational process of higher education?” the following answers were received (Fig 2.):

- Good, but I do not actively implement – 38%;
- Good, I actively implement – 34%;
- Good, but I do not implement – 28%.

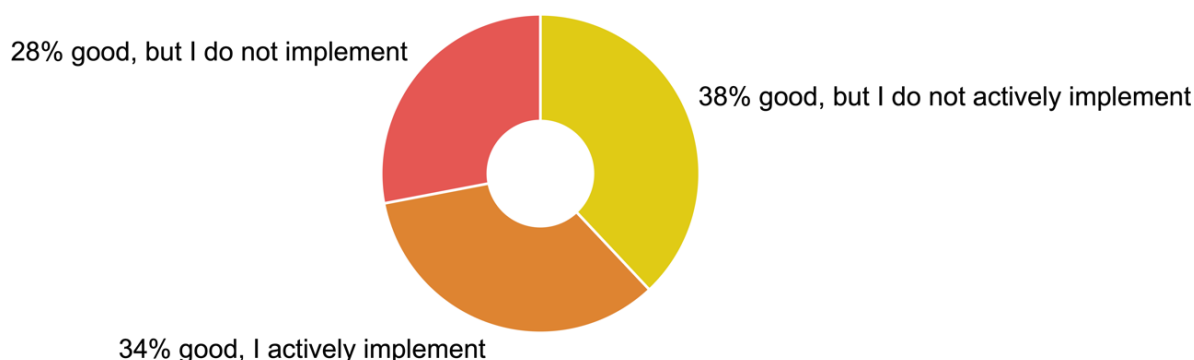


Figure 2. Distribution of Attitudes Towards Innovations in Higher Education.

In response to the question, “What prevents you from applying innovations in the educational process of higher education?” the following answers were received (Fig. 3):

- 47% – insufficient knowledge,
- 38% – lack of necessary skills and experience,
- 15% – lack of necessary resources.

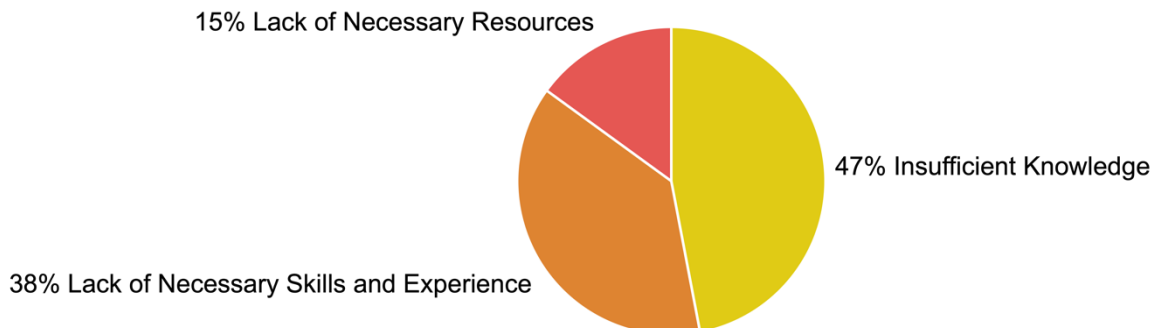


Figure 3. Barriers to Implementing Innovations in Higher Education.

Among those who implement innovations, to the question “What results have you achieved through innovations?” the following answers were received (Fig. 4):

- Significantly better results were achieved – 72%,
- Insignificant improvement in results – 28%.

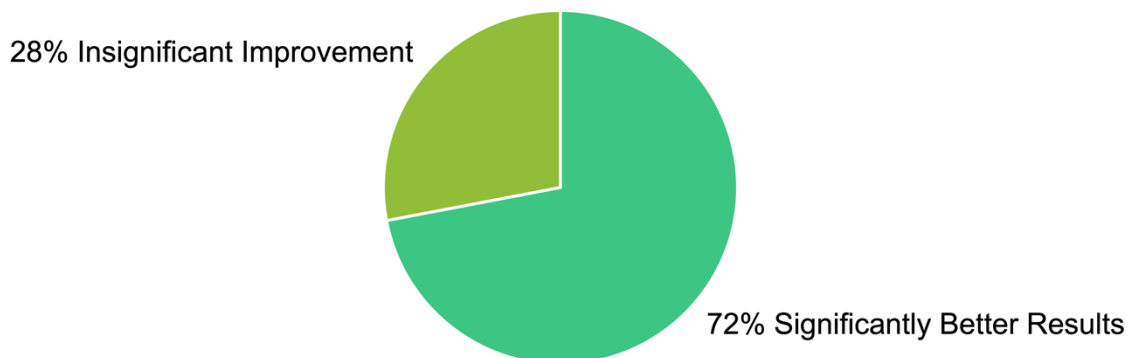


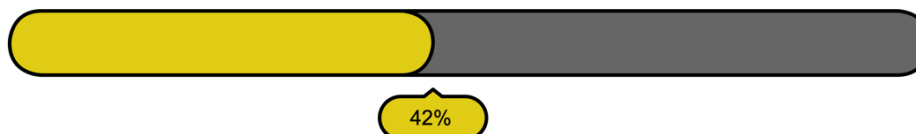
Figure 4. Results Achieved Through Innovations.

84% of respondents, assessing their own personal qualities at a high level, identified such qualities as: cooperation, originality, activity, friendliness; 75% of respondents assessed optimism, creativity, ingenuity, determination, flexibility as above average.

However, such qualities as perseverance, confidence, openness were assessed by respondents in polar terms, with almost the same number of points (Fig. 5):

- 42% – at a high level;
- 41% – at a low level.

High Level



Low Level

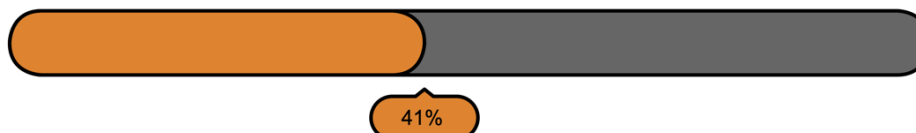


Figure 5. Assessment of Personal Qualities.

During conversations with respondents at the ascertaining stage of the experimental study, it turned out that they have a limited amount of knowledge on issues of innovative pedagogy, are prone to overestimation of self-esteem during the educational process, and are not sufficiently familiar with innovative educational technologies.

During the ascertaining stage of the study, it was taken into account that equal subjects of the educational process are, first of all, teachers and students who have different ages, social experience, roles, positions, etc. So, we formed groups: EG and CG, who participated in the experiment. Using the homogeneity criterion 2χ we determined the coincidence of the initial state in the groups regarding the level of formation of the innovative orientation of the educational process of higher education. For these measurements in the ordinal scale, we used the homogeneity criterion 2χ .

So, the empirical value of the criterion 2 comparing both groups was less than the critical value at the ascertaining stage of the experiment ($3.06 < 7.82$). That is, the characteristics of the EG and CG, which were compared, regarding the level of formation of the innovative orientation of the educational process, coincided with the significance level of 0.05. This indicates that there are no significant differences between the teachers of the two different groups, which became the basis for their conditional division into experimental and control groups. At the ascertaining stage of the experiment, based on the results of the diagnostics, we concluded the need for specially organized, purposeful work.

Structural elements, components, main tasks of the innovative system of educational work of an educational institution, which we used in the EG in the research process.

The structural elements of the innovative system of educational care of the educational institution are: purpose, content, methods and means of education, its forms, and obtained results (Silva, 2022).

The components of the educational process in the system of educational care of educational institutions, which are components of the innovative system, are the consciousness of the student, his behavior, and emotional and sensory spheres.

Let's define the main tasks of the innovative educational system of educational institutions:

- Formation of personal, social, and public experience in the student of education;
- Realization of the spiritual, cognitive, and creative potential of the individual;
- Stimulation and development of the future specialist;

- Involvement of innovative approaches for education seekers in the system of educational care of educational institutions;
- Formation of professional values, and personally significant socio-cultural components, the need for which is not met during training;
- Meeting the needs of the students of education in professional self-determination;
- Education of willpower in the student;
- Formation of a clearly formed life position in the student of education, etc.

We will group the main directions of professionalization of the innovative system of educational care of the educational institution:

- When conducting and organizing educational care with students, it is necessary to take into account the specifics of the specialty;
- Wide use of innovative approaches in the system of educational care of educational institutions, content, and forms of education, which show the specificity of the specialty of future specialists, which makes up the innovative system;
- Participation of students in professionally oriented activities.

The provisions of innovative approaches in the system of educational care of educational institutions.

Innovative approaches in the system of educational care of educational institutions that make up the innovative system should be based on the following provisions:

- Education – a process of pedagogical direction, which is related to work and its activity in preparing subjects for the planned process;
- During the educational care of educational institutions that make up the innovative system, changes occur in the emotional, intellectual, and physical spheres of the individual;
- Educational care in educational institutions is an independent activity that, in the educational care of educational institutions, constitutes an innovative system and is aimed at achieving the set goals;
- Comprehensive development of the personality of the future specialist in the process of educational care of educational institutions is carried out in the directions of formation of individuality; qualities of a professional and a citizen; a sense of responsibility for success in work and personal life; the student's needs for self-realization, self-improvement, and self-education.

Let's consider the positions that are necessary for innovative approaches in the system of educational care of educational institutions and provide for:

- Coordination of modern requirements for the future competitive specialist with his requests and interests in the process of setting the goal and tasks of the educational system of the educational institution;
- Ensuring consistency in the work of future specialists, by achieving coordination of the efforts of the subjects of the educational process;
- Creation and development of the professional, educational, and cultural space of the educational environment through the introduction of innovative approaches into the system of educational care of educational institutions;
- The application of pedagogical conditions for the application of innovative approaches in the system of educational care of educational institutions;
- Increasing the freedom of choice of activity when applying innovative approaches in the system of educational care of educational institutions, by all subjects of the educational process;
- Professional approach for full implementation of educational care;
- Professionalization of elements of the educational system when using innovative approaches in the system of educational care of educational institutions (Calvopiña Moncayo et al., 2022).

The main indicator of the effectiveness of the introduction of innovative approaches in the system of educational care of educational institutions is the process of expanding the personal space of the future specialist, which aims to promote the testing of the individual in the most diverse spheres of activity, to provide all opportunities for the development of his interests, the experience of various interpersonal relationships and the mastery of innovative approaches (Krasnoschok, 2019).

A necessary task today is to create an effective system of applying innovative approaches in educational care in every educational institution, which creates a holistic educational process. In such a process, integration takes place: training, upbringing, and development of education seekers. The described system has:

- Carry out self-knowledge of the student of education: form the ability to ensure self-realization and success;
- To provide the student with assistance in professional life self-determination, by his individual features;
- Help the learner to self-realize when applying innovative approaches in the system of educational care of educational institutions through the disclosure of potential opportunities;
- To help the student in the formation of competence in professional planning;
- Create conditions for revealing the creative possibilities of education seekers;
- To help students to choose a way of life that is most adequate for them;
- To provide conditions for the development and self-development of education seekers in the educational space;
- Create a situation of success for education seekers in their activities;
- To provide education seekers with freedom of choice in educational activities;
- Promote the reflective activity of education seekers;
- To manage self-education and self-education of education seekers.

When implementing innovative approaches in the system of educational care of educational institutions, three groups of functions are distinguished.

The first group is associated with the direct influence of the educator on the learner when applying innovative approaches in the system of educational care in educational institutions. This includes:

- Studying the individual characteristics of the learner, their development, interests, and environment when applying innovative approaches in the system of educational care in educational institutions;
- Programming educational impacts on the learner when applying innovative approaches in the system of educational care in educational institutions;
- Implementing a set of individualized activities, methods, and forms for the learner when applying innovative approaches in the system of educational care in educational institutions;
- Analyzing educational impacts to make effective predictions for the learner when applying innovative approaches in the system of educational care in educational institutions (Pertile & Rossetto, 2015).

The second group of functions is related to creating an innovative educational environment for learners when applying innovative approaches in the system of educational care in educational institutions:

- Fostering team cohesion when applying innovative approaches in the system of educational care in educational institutions;
- Creating a favorable emotional atmosphere within the team when applying innovative approaches in the system of educational care in educational institutions;
- Engaging learners in various activities when applying innovative approaches in the system of educational care in educational institutions;
- Developing student self-governance when applying innovative approaches in the system of educational care in educational institutions (Shetelya et al., 2023).

The third group of functions is essential for correcting the influences of various subjects of social relations on the learner when applying innovative approaches in the system of educational care in educational institutions:

- Providing social support to families;
- Continuous collaboration with the teaching staff;
- Overcoming negative influences of the educational community;
- Interacting with innovative educational institutions.

The content of the educational care of an education seeker when applying innovative approaches in the system of educational care of educational institutions includes: love for the native land, formation of national consciousness, respect for one's people, desire to improve the prosperity of the state, readiness to protect the native land (Kondrashova et al., 2008).

The significance of innovative educational technologies in the modern educational environment, innovative approaches in the system of educational care of educational institutions consist in facilitating the processes of memory, attention, and perception, which are based on friendly communication, and tolerant behavior of students during educational processes. With this approach to the education process, students acquire communication skills, interact with other people, in a group, with each other, learn to solve complex problems, think critically, analyze situational tasks of a professional direction, professional production situations, and information (Matsenko, 2019).

Let's define the main goals of innovative approaches in the system of educational care of educational institutions:

- Promotion of self-affirmation, and self-realization of students' personalities in the system of educational care of educational institutions;
- Focus on person-oriented, educational cultural values and humanistic when implementing innovative approaches in the system of educational care of educational institutions;
- Use of active, creative, innovative methods in the system of educational care of educational institutions;
- Formation of a high level of intelligence in the students of education;
- Application of individually differentiated forms of education;
- Developing and consolidating complex abilities;
- Development of the following types of intelligence among students: professional, economic, political-ideological, national-patriotic, general cultural, and social (Tverdokhlib, 2017).

We will reveal the main parameters of creativity, which are necessary when using innovative approaches in the system of educational care of educational institutions:

- Ability to generate ideas;
- Ability to identify problems;
- Non-standard ideas;
- Flexibility and variations of ideas;
- The ability to improve the object with the help of new elements;
- Ability to synthesize, analyze, and solve problems.

Creativity is the main prerequisite for creating innovations when using innovative approaches in the system of educational care of educational institutions, therefore it is important to develop creative thinking in students of education, which is determined by the synthesis of disparate elements, analysis, and combination, as an ability, creating new important knowledge and forms that have the significant socio-economic effect.

Experimental verification.

The following methods were used in the study: interviews, surveys, questionnaires, and pedagogical observation. To compare and process the results of qualitative and quantitative analysis of the data obtained during the experiment, an analysis of the results obtained was carried out, the method of mathematical statistics was used. The experimental work took place without changing the structure and course of the educational process, and was carried out in natural conditions. During the formative stage of the experiment, our task was to help respondents master the necessary knowledge and skills for the formation of the innovative orientation of the educational process of higher education. At this stage, the EG respondents were prepared for the implementation of the system for the formation of the innovative orientation of the educational process in higher education institutions. Trainings were held for students to acquire the necessary skills, training seminars, and ways of implementing innovative educational activities were considered.

During the experimental verification of the effectiveness and importance for education of a substantiated innovative system of educational care in institutions of higher education, the achievement of the main tasks defined by us of the innovative educational system of institutions of higher education was verified:

- Formation of personal, social, and public experience in the student of education;
- Realization of the spiritual, cognitive, and creative potential of the individual;
- Stimulation and development of the future specialist;
- Involvement of innovative approaches for education seekers in the system of educational care of educational institutions;
- Formation of professional values, personally significant socio-cultural components, the need for which is not satisfied during training;
- Meeting the needs of the student of education in professional self-determination;
- Training of willpower in the student;
- Formation of a clear formed life position in the student of education, etc.

The exploratory-experimental study was conducted to evaluate the upbringing of students in institutions of higher education because the main goal of institutions of higher education is to educate each student as a cultural, creatively active, and socially mature person, capable of innovative, creative activities in the social society, adaptation in it.

In the process of work, we used a complex of diagnostic methods that allowed us to investigate various aspects of the level of education of students. The obtained results were entered into the map of the student's personality education and were used to evaluate the correction and re-examine the dynamics of the indicators.

56 students from higher education institutions participated in the study. The experimental research took place in three stages: ascertaining, formative, and control.

The purpose of the ascertainment stage was to identify the starting level of formation and upbringing of students.

To evaluate the effectiveness of the educational process, monitor the progress of students' personal development, and adjust it as necessary, we have developed criteria and diagnostic tools: the student's appearance; physical and mental health; student behavior; development (work on oneself); relations in the student body; attitude towards oneself; value advantages; creative abilities; intelligence; cognitive activity; creative potential; productive life (maximum full use of one's capabilities, strengths and abilities), which was reflected in a test survey of higher education applicants.

During the ascertainment stage of the experiment, experimental and control groups of students were formed to determine the level of education of students.

In the process of psychological-pedagogical and socio-pedagogical diagnosis of students, we used the following methods: interviews, express surveys, testing, and pedagogical observation. For each student, a psychological-pedagogical card was drawn up according to the form developed by us, in which the results of the examination were entered.

In the process of psychological-pedagogical and socio-pedagogical diagnostics of students, we used the following methods: conversations, surveys, questionnaires, and pedagogical observation. A psychological-pedagogical card was drawn up for each student according to the form we developed, into which the results of the examination were entered.

Each student was personally informed of the results of the examination in a friendly manner and his educational route was jointly designed. The dynamics of the personal development of each student are periodically monitored.

The first results show that the evaluation of a student's upbringing, this process itself, is an effective means of stimulating self-education, self-development of each student, and the formation of an adequate self-esteem of his personality. The main task of the curator of the academic group of students and the teacher is to create a personal situation that actualizes the forces of self-development of the individual. The dignity of the situation as a method of education is that it cannot be created for any average student or group of students. In a situation that is different for each specific individual, it is possible to reveal the most hidden information about a person's inner world, which is difficult or simply impossible to obtain with the help of questionnaires, interviews, and observations.

At the beginning of the experiment, we used a personal approach, which can be implemented only by a teacher who has several necessary personal attitudes. We have singled out the following main attitudes: empathy; vision of the student's behavior, evaluation of his reaction, actions, deeds, from his own point of view, which during communication with him allows the teacher to look at everything around and at himself, including through the eyes of students; an expression of the teacher's inner confidence in the possibilities and abilities of each student, the so-called "pedagogical optimism"; "openness" of the teacher to his own thoughts, feelings, experiences (reflection) and the ability to openly express them in interpersonal communication with pupils; refusal of an open and direct assessment of the pupil, expressing one's attitude to events using the technique of "I-message" (considering a person's shortcomings as someone who did not have time to form, and therefore do not show their dignity – then self-confidence is strengthened, his self-esteem, activity and general well-being); treating the student as a unique individual (the student's difference from other people is noted, the uniqueness of his personal "I" is emphasized); situations of success as a necessary psychological condition for accepting one's "I" as a subject of activity (lays the foundations for the formation of the need for successful activity and the need for repeated success. Only a person who is confident in his abilities can express himself freely, and for this, he needs to experience the success of his own activity).

The results of personally oriented education are expressed in the attitude of the teacher and student towards the general activity, cooperation, with each other, in the psychological well-being, self-esteem, and growth of personal achievements of everyone.

In the context of the formative stage of the research, we tested various methods for determining the level of education of students, which made it possible to investigate various aspects of the level of education of students. The obtained results were entered into the map of the student's personality education and were used to evaluate the correction and re-examine the dynamics of the indicators.

The criteria for forming the innovative orientation of the educational process of higher education are defined as follows: motivational, cognitive, activity, personal, and reflective. The main indicator of the effectiveness of the introduction of innovative approaches in the system of educational care of educational institutions was the process of expanding the personal space of the future specialist, which aims to promote the testing of the personality in the most diverse spheres of activity, to provide all opportunities for the development of its



interests, experience of various interpersonal relations and mastering of innovative approaches (Panasiewicz, 2020).

According to the criteria developed by us and the diagnostic tools discussed above, the following levels are distinguished: high, medium, and low.

The purpose of the experimental study was initially to identify the starting level of education of the students: high (clearly expressed positive motives: positive self-affirmation, high level of self-awareness, conviction, striving for self-improvement, high and average level of intelligence, generosity, high level of collective orientation, self-criticism, active life, a positive attitude to professional activity, intellectual activity, a rich inner world, a high desire to satisfy cognitive needs, maximum full use of one's opportunities, strengths and abilities); average (motives with a positive orientation: positive self-affirmation, desire for self-improvement, average level of intelligence, activity, desire to satisfy cognitive needs, tendency to judge people by their actions, desire for social recognition, self-criticism, personal orientation, self-criticism, neutral attitude to professional activity, insufficient full use of one's capabilities, strengths and abilities); low (clearly expressed negative orientation: negative self-assertion, low level of intelligence, passivity, self-love, high level of conformity, lack of self-criticism, negative attitude to professional activity, poverty of the inner world, lack of initiative, personal-prestige orientation, lack of desire for self-improvement and self-development, difficulty in establishing contacts with people, incomplete use of one's capabilities, strengths and abilities).

The dynamics of the personal development of each student were periodically monitored. The first results showed that the evaluation of a student's upbringing, this process itself, is an effective means of stimulating self-knowledge, self-education, self-development of each student, and the formation of an adequate self-esteem of his personality.

Qualitative indicators of the level of education of the student made it possible to evaluate and monitor both individual and group indicators and adjust the methodology of educational care.

A modified author's method based on questionnaire data was used to indirectly assess the level of education of students.

Control stage of experimental work.

The final control was carried out as part of the control stage of our study.

The purpose of the control stage of the study was to obtain an objective assessment of the level of education of students. 55% of students have a high level of education, 40% have an average level, and 5% have a low level. The dynamics of positive changes in the education level of students are shown in Table 1 and Figure 6.

Table 1.

Dynamics of raising the level of education of students.

Education levels	Declarative stage		Control stage	
	Experimental group	Control group	Experimental group	Control group
	1 year	1 year	5 year	5 year
High	15%	5%	55%	5%
Medium	60%	50%	40%	60%
Low	25%	45%	5%	35%

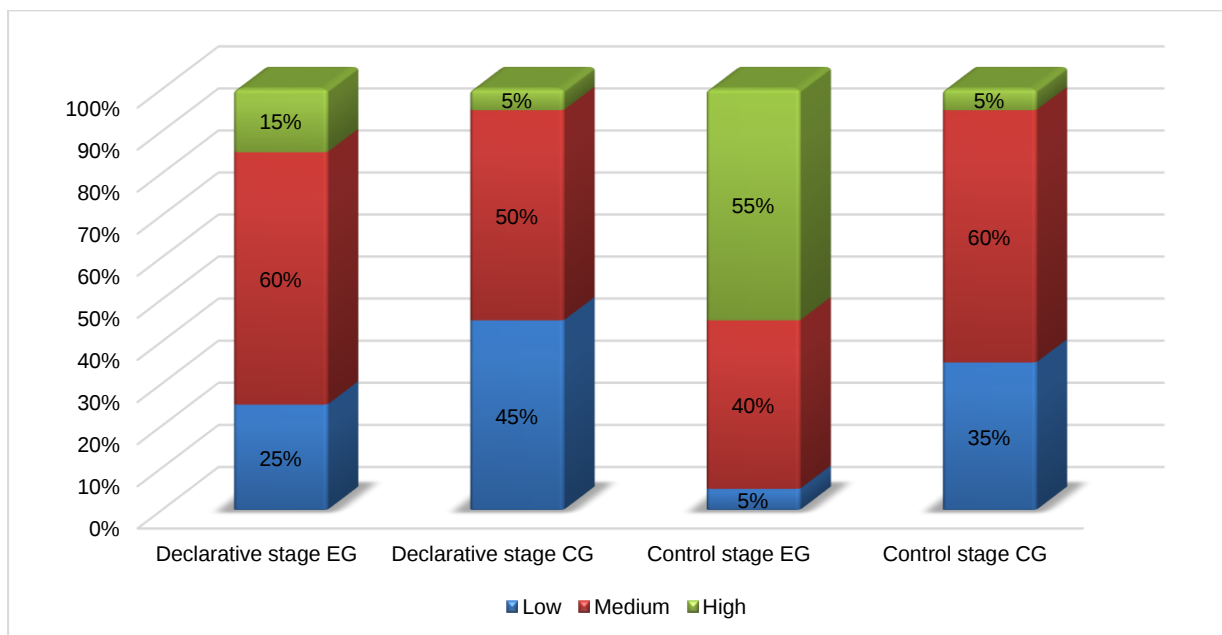


Figure 6. Dynamics of raising the level of education of students.

To compare the results of the ascertaining and final stages of the experimental study, a statistical analysis was carried out using the empirical value 2χ .

The results of the study showed that in the experimental group, the number of students with a low level of education significantly decreased and the number of students with a high level increased. Regarding the insignificant increase in the number of students, the average level is also characteristic. Positive changes allow us to speak about an increase in the level of education of students.

The reliability of the differences in the characteristics of the experimental groups and the control groups in the formation of the innovative orientation of the educational process of higher education is 95%. The changes that have occurred in the level of formation of the innovative orientation of the educational process in the EG are statistically significant, reliable, and occurred as a result of the implementation of the system for the formation of the innovative orientation of the educational process, which is evidence of the effectiveness of this system. Thus, the effectiveness of the system for the formation of the educational system in higher education institutions has been proven, and the results of the study complement previous studies.

The main goal of the experiment was achieved, that is, the effectiveness and importance for education of a well-founded innovative system of educational care in higher education institutions were proven and the achievement of the main tasks of the innovative educational system of higher education institutions identified by us was verified. During the experiment, the directions of professionalization of the innovative system of educational care of an educational institution were verified; the positions that are necessary for innovative approaches in the system of educational care of educational institutions were considered; the main innovative principles and methods in the system of educational care of higher education institutions were clarified.

Such a conclusion when obtaining the results of the study indicates the timeliness of the work being carried out, its relevance, and the effectiveness of the selected methods.

The introduction of this innovative educational system into the educational space of higher education institutions, and the use of pedagogical diagnostics provide for successful learning and social adaptation of students in a higher education institution. In our study, this is confirmed by the creation of a pedagogical

educational environment in a higher education institution that prepares a student for the transition to professional activity and independent life.

The development of students' creative potential depends on the following conditions: the creation of a psychologically comfortable climate in the teaching staff of a higher education institution; the integrity and interrelationship of educational and educational care based on the tasks of social and professional development of a future specialist. The modern approach to education implies an emphasis on self-education and self-realization of a person's qualities and abilities.

So, by the innovative system of educational care in a higher education institution we understand:

- The method of interaction between the student team and the teaching staff, in which the system of rights, relationships, and responsibilities of each member of the team is clearly defined;
- Content, innovative forms, and innovative approaches in the educational system of educational institutions constitute an innovative system that consciously stimulates the professional and personal development of a future competitive specialist while complying with the individual interests of the student, social requirements, abilities of the student, and his capabilities.

Methodological recommendations.

- To educate with the possibility of using innovative approaches in the educational system of educational institutions, that is: to form systems of relationships between people in such a way that the stimulation of the individual, a tolerant attitude towards oneself and others, towards society, towards work come to the fore.
- To consider the continuous process of education when using innovative approaches such as development and learning. Such an educational environment with innovative approaches is one of the main aspects of personality development, which directs its functioning to the improvement and implementation of the tasks of educational activity: humanization, which contributes to the improvement of working conditions, life, types, and forms of relationships, the content of educational and educational activity; implies the presence of spiritual space, an atmosphere that encourages creativity and self-development, stimulates the activity of the individual's life.
- Involving students in cultural and artistic, scientific and technical, public and educational, sports and recreational, economic and labor activities using innovative approaches in the educational system of educational institutions, to ensure the success of the student in the environment. It is thanks to this approach to the educational process that many educational tasks are solved in a relaxed, purposeful, unforced, and comprehensive manner.
- Paying great attention to self-education, which is the highest stage of the educational process, the highest form of personality development with the mandatory use of innovative approaches in the educational system of educational institutions: conscious, systematic, individual personal activity aimed at forming in oneself the intended aesthetic, mental, physical, moral qualities, eliminating negative habits, programming positive character traits, will. The leading component of this approach is the formation of moral and volitional qualities (Ortynsky, 2009).
- To provide in higher education a pedagogy of partnership, and cooperation, which is of great importance for the innovative process of education using innovative approaches in the educational system of educational institutions, which is not an authoritarian, dogmatic education and is based on the principle of accepting a person as nature created him.

To take into account that a necessary condition for the successful education of a higher education applicant when using innovative approaches in the educational system of the institution is, as an example, the personality of the teacher, his culture, homiletic and deontological ability, and spiritual qualities. Only a character can educate a character, only personality can influence the development and definition of personality. Its example is always the justice, decency, and principledness of the teacher that influence a young person (Gladush & Lysenko, 2014).

Limitations of the study

The implementation of the pedagogical experiment was carried out in three stages during 2022-2024: preparatory, main, and final.

At the preparatory stage (2022), the goal and objectives of the study were determined, the experimental plan was developed, the methods of measuring and processing the results were determined, the control and experimental groups were selected, and their homogeneity was checked.

At the main stage (2023), the experiment was conducted.

At the final stage (2024), the results of the experiment were analyzed, their reliability was confirmed, and conclusions were drawn about the pedagogical effect of the experiment.

Research relies heavily on the accuracy and reliability of data. The following digital data collection tools were useful in the study: MS Excel and SPSS (Statistical Package for Social Science) programs.

The total sample size in the article is 160 respondents. The sample of respondents was formed by random selection using the technical procedure for calculating the selection step.

During the experimental study, diagnostic data on the levels of social competence of higher education applicants were determined through information influence and divided into a control group (79 students) and an experimental group (71 students).

The study was implemented by using methods and various forms: multimedia technologies (projector, multimedia board, video and audio equipment), software that combines animation, graphic, text, video and sound data and information, their simultaneous use in the information space; mobile devices, personal computers, web-based resources that are freely available and free of charge (YouTube, author's website, specialized sites, social networks, cloud technologies, social network technologies), etc.

The limitations of this study allowed for the following impact on the results: improving the qualitative characteristics of the material, optimally specified goals and objectives, and increasing the effectiveness of the results.

Conclusions

An analysis of the innovative system of educational care in an educational institution was made, and the importance and necessity of using innovative approaches in the system of educational care of educational institutions was proved. The characteristics of an innovative educational system are analyzed: purposefulness, integrity, dynamism, interaction with the environment, and openness to other systems. The structural elements of the educational institution's innovative educational system, its components, and the main areas of professionalization are highlighted.

The functions of educational care when using innovative approaches in the system of educational care of educational institutions are grouped into groups. Let's highlight the main principles of education in the system of educational care of educational institutions.

An important role in solving educational tasks when using innovative approaches in the system of educational care of educational institutions is played by innovative technologies in the field of education and training, which represent the process of introducing into practice new models and methods of educating pupils and students that have been tested in the course of experimental activities and that increase efficiency educational process.

The essence of modern innovative educational technologies is revealed, the goals of innovative technologies are prescribed when using innovative approaches in the system of educational care of educational institutions, the importance of self-education – the highest stage of the educational process, pedagogy of cooperation, partnership, which is of great importance for the innovative process of education – is emphasized.

An experimental study was conducted to prove the effectiveness and importance of the innovative system of educational care in higher education institutions. Positive changes allow us to talk about raising the level of education of students.

The application of a complex of scientific approaches enables a multifaceted analysis of the problem of researching innovation processes, and the synthesis of its results entails a critical analysis of the accepted content of the basic concepts, a change in the initial positions and methods for interpreting existing ones and building new theoretical concepts and re-evaluating the established experience of innovations and innovative activities.

The practical significance of the results obtained lies in the possibility of their direct application to improve the Use of innovative technologies in the training of specialists in higher education institutions.

Future lines of research are the application of synergistic principles, which are designed to strengthen the interaction between innovative and traditional segments of the educational process. A clear understanding of the format of application and purpose will allow the use of information and communication, technological, and digital tools to improve the quality of education in the higher education cluster.

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