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USAGE OF INNOVATIVE METHODS, DIGITAL TOOLS AND SOCIAL MEDIA IN EDUCATION: MAIN TENDENCIES AND OPPORTUNITIES

The purpose of the paper is to identify the main trends in the use of innovative methods and digital tools in the learning process, describe the specifics and present the opportunities of their use in educational practice. Theoretical analysis allows to determine the leading tendencies in the use of innovative methods and technologies in education. Among them are: the use of game methods and technologies, the development of media literacy and competence, the use of digital tools and social media for cooperative and collaborative learning [2;3].

Methodology: in-depth interview, case study analysis, methods of active learning (web-quest, comics, project-oriented tasks, methods of creating inspiring motivation).

Researchers have identified four types of barriers: barriers to adoption, barriers to design and development, barriers to sustainability; barriers to innovation. Some barriers can be prevented by a proper choice of approach to gamification. To do this, we need to know the potential of game approaches and accurately assess possible risks of their use in educational practice. Soft-gamification, context-gamification and sandbox-gamification approaches are the most suitable for usage in active learning. Hard-gamification approach is the most risky and organizationally difficult because it demands additional technical providing. Some of these barriers can be removed if you use the power of social media and online resources (from Google Drive and Dropbox to Storyboardthat, Thinglink, iSpring Suite etc) [2, pp. 82-89].

We need integrated solutions to overcome barriers to use of gamification in education. This approach provide a framework for: 1) specifying the knowledge and skills to be explored; 2) the tasks that can engage students in regard to that

knowledge and skills; 3) useful information (the data and evidence) and ways of its interpretation to make inferences about the students' ability.

The main areas of development of media competence can be: 1) development of understanding of the role of media in society (increasing media influence, principles of work and technology of media functioning, multidimensional media reality), 2) development of skills in using modern media (orientation in the media environment, use of modern equipment, programs and applications), 3) development of communication skills in the media space (search and processing of information, content creation, participation in social networks), 4) development of strategies for media interaction (choice and creation of own media resources, usage of media for their own achievements) [3, pp. 133-150].

Web-quests and comics belong to innovative methods of active learning that are suitable for the development of media competency of student youth. These methods contain elements of gamification and interactivity, allow the use of Internet resources and social media, provide opportunities for students / participants of training to demonstrate their own creative activity and self-realization, and provide circumstances for cooperation in carrying out educational exercises and tasks. In process of development of media competence, web-quests and comics can be used for distance and classroom learning, support for learning engagement and creating inspirational motivation in the learning / training process, which provides a higher level of effectiveness of such innovative educational and training programs in comparison with traditional programs.

The authors summarize the experience of colleagues and their own scientific findings. The advantages and limitations of the usage of the most popular resources among Ukrainian lecturers (Zoom, Google Meet) are considered. Case studies using these resources in conjunction with the capabilities of social networks (Facebook, Instagram, Twitter) and instant messengers (Telegram, Viber, WhatsApp)) for cooperative and collaborative learning are given. In the process of transforming learning into an online format, it is important to use active learning methods, such as: web-quest, comics, project-oriented tasks, methods of creating inspiring motivation,

etc [1, pp. 160-181]. In combination with the use of resources useful for the organization of distance learning (Zoom, Google Meet) and the possibilities of popular in Ukraine social networks (Facebook, Instagram, Twitter), messengers (Telegram, Viber, WhatsApp) – it allows solving problems of development of digital, professional and social competences.

In addition, the use of these methods helps to create conditions for cooperative learning and collaborative learning. In our view, the methods that correspond to collaborative learning are more useful for work involving bachelor students of the first years of study. To work with undergraduate and graduate students, it is better to use methods that are consistent with cooperative Learning. Such priorities take into account the degree of readiness of students and the level of development of their competencies.

References:

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