

Features of Implementing Pedagogical Practices on the Example of EU Countries' Experience

Mykhailo Poplavskiy¹

Kyiv National University of Culture and Arts, Ukraine

Summary

Studying at a modern university involves using modern methods and the latest advances in science and education, which applies to Ukraine and all higher education institutions in Europe, determining the relevance of the study and its international significance. The study aims to analyze and implement effective and innovative practices that can be used in integrated educational programs, which include interactive work in education at the European level. The use of general scientific approaches, such as theoretical, statistical, and empirical, allows achieving the set goals. The central hypothesis of the research is the presentation of the best pedagogical practices in the educational program, which includes interactive and universal. The results of the study prove the effectiveness of interactive training. Future research is devoted to developing new pedagogical practices and the development of algorithms for their implementation.

Keywords:

Kpedagogical methods, innovative technological project, pedagogical technologies, higher education.

1. Introduction

The globalization process is constantly affecting economics and politics. Moreover, it has affected the modern educational process, which Western and Eastern countries have significantly influenced. Their educational system is characterized by openness, accessibility, universality, and developed pedagogical practices.

It is necessary to introduce modern educational and pedagogical practices for the educational process development. Educational institutions of all levels need them. It also refers to organizations that are part of a so-called open education system, which aims at the free development of the individual, the provision of education in several educational institutions, and any available modern information technology for this purpose.

Renewal and improvement of the educational process in the EU countries are essential issues, which the European Council constantly considers. In particular, in 2013, this organization made recommendations related to the change in core educational competencies (Recommendation, 2013; The future of jobs report WEF, 2020). In addition, the European Commission (European Commission, 2019; European Commission, 2015) developed a strategy for

reforming the European educational space. It outlines the following key points:

- the modern education directions;
- its ability to change, adapt and interact with modern professional, social, and environmental world systems.

Information hygiene skills are fundamental, especially in the context of an overabundance of online and offline information (so-called "infodemia"), so they must be given special attention. The infodemia becomes a destabilizing factor preventing the civilized development of Europe and other countries. To solve this problem, the Center for Interaction (GEC special report, 2020) has identified the need for changes in the educational system. In particular, it is necessary to develop new methods of counteracting information interference, curricula, and pedagogical practices. An important point is the development of an educational strategy that includes:

- information security training;
- conducting educational work on media education;
- training in fact-checking, that is, in techniques for verifying the truthfulness of information obtained.

The development of educational systems is one of the international organizations' most important work areas. The global process of motivation for reform has intensified the search for new forms of education that could adapt to the rapid changes occurring in the civilizational environment (Jayashree2017; Culova, 2019).

Implementing best educational practices is impossible without training professional educators. Equally important is the technological literacy of students. Without a careful selection of the most effective educational technologies and training of participants in the educational process of teachers and students, it is impossible to develop educational systems.

Many educational institutions in Europe and the United States are implementing multifunctional activities on media education, information ecology, and tolerance (Kiki-Papadakis&Chaimala, 2016; Gilakjani, 2016; Ivanova et al., 2020). This is an innovation that is worthy of special attention. Moreover, only their study and analysis will make it possible to identify the main advantages and disadvantages of such approaches (Kokturk, 2012) and thus

improve the socio-cultural component of the educational space (Synorub&Medynska, 2019).

The pedagogical practices that are the subject of the study combine the educational process and the educational impact on students. They are instrumental and relevant to the modern educational method.

The study aims to prove that pedagogical practices are very effective as innovations of an educational nature. Moreover, their future implementation in European education can be successfully used in integrated learning and public education institutions. In turn, integrated learning is a component of the global educational process.

Based on the goal of the study, it is planned:

- to consider how interactive pedagogical practices are developed and implemented. The Olympiad, as a universal set of educational characters, will be considered as an example;
- to determine how effective the pedagogical practices are by analyzing the evaluations of the participants in the experiment;
- to determine the features of implementing the best pedagogical practices aimed at counteracting infodemic phenomena in the educational space.

2. Literature review

Improving and increasing the effectiveness of the educational process in EU countries requires the introduction of the most effective pedagogical practices. Universal practices deserve special attention because they can be successfully used in educational institutions of different levels and specialties (Jayashree, 2017).

The global education system has extensive experience in implementing various pedagogical practices. Their effectiveness is influenced by educational structures' geographical location and cultural and civilizational features. For example, the development and characteristics of the model environmental education course implementation in public colleges were examined by Fleck & Prince (2014). The experience of creative students in Poland (Ivanova et al., 2020) was an example of pedagogical practices to integrate into volunteer activities.

The introduction of pedagogical practices (Poland et al., 2003) was studied by researchers of school education in Great Britain. In particular, they learned innovative techniques related to virtual reality. Improving the quality of learning is possible only if students are effectively motivated. Virtual reality technologies can dramatically change the learning idea. They can make learning materials more enjoyable, understandable, and fully immerse the studying process. 3D visualization and gamification elements contribute to this.

Modern science is working to redefine the role of the teacher. The authoritarian teaching style is gradually being replaced by collaboration (Capur, 2018).

The most effective forms of collaboration can be considered:

- the collaboration of the scientific and educational activities process;
- direct communication not only in the classroom but also outside the educational process;
- regular individual, group, and mass forms of scientific and scientific-educational activity;
- availability of the teacher's website, which creates favorable conditions for communication and information transfer;
- the use of the Internet, including email, to exchange messages;
- the use of telephone communication to transmit short messages, etc.

Best pedagogical practices have a positive impact on higher education. However, universal pedagogical practices play a crucial role in developing the educational process. It is mainly due to their relevance to different fields of knowledge and education levels (Salgur, 2013; SIM & POP, 2014). In addition, the universal pedagogical practices implementation ensures media literacy and information security awareness (Synorub& Medynska, 2019).

Information security is understood as a vital interests protection, which prevents harm caused by incompleteness, untimeliness, and distributed information unreliability, violation of its integrity and accessibility, unauthorized information circulation with limited access.

According to the position of Manu Kapoor (2018), head of the Learning Processes Research Laboratory of the National Institute of Education of Singapore, pedagogical practice is a systematically built learning activity that is carried out through cooperation and active group work of all participants. According to the researcher, pedagogical practice preparation and implementation should be carried out using different learning theories.

The study emphasizes the importance of the universal component. It facilitates the implementation of pedagogical practice at different educational levels and fields. It stimulates the adaptation of the educational institution to the new working conditions. Also, all participants in the educational process are allowed to prepare for innovation and reform of education adequately. The implementation of best pedagogical practices in Europe and other countries is related to the initiative of the administration, adaptation to the curriculum, information, and communication technologies (Zhernova, 2018). The technological support of the educational institution, continuous professional development of teachers, and participants' motivation in the educational process play an essential role (Kuzmina et al., 2020).

Many researchers deal with the issues of implementation of the best pedagogical practices. Each of them offers its own educational and pedagogical character strategies, having a different form and content.

Some pedagogical practices are presented by researchers as factors contributing to the educational competencies' actualization (Ko, Sammons, Bakkum, 2013). The experience of using these practices in a multicultural environment and adaptation of international students to the European educational space (Salgur, 2013; Cuhlova, 2019) is considered.

The subject of study of many researchers is the use of interactive teaching methods in higher education institutions (Senthil, Kumar&Kannappa, 2017) and social networks, which are considered a platform for interactive pedagogical practices (Sim&Pop, 2014).

A pressing issue that remains unresolved is the universalization of pedagogical practices. Universal pedagogical practices would be effective at different levels of education. However, the issue of evaluation and motivation for their use remains unresolved. In addition, many educational institutions' interactive activities in distance education are not properly organized.

3. Research methods

Analysis and synthesis are the main research methods used to analyze and define the problem. The experiment uses empirical methods; it includes written questionnaires and observation. It took place in the first and second semesters of 2019-2020 (October 2019 to April 2020). Its purpose was to evaluate the effectiveness of innovative pedagogical practices in different study groups. The groups participating in the experiment have different professional and methodological orientations. The method of observation is also used in the study. It makes it possible to determine the changes in the educational process that occurred after implementing the pedagogical practices described in work.

The conducted study is a logical continuation of the experiments that were conducted earlier. They presented algorithms of advanced pedagogical technologies (Ivanova et al., 2020) and research programs (Boghian, 2019).

The research was conducted on several experiments and experiences implementing interactive activities similar to those described in research articles (Synorub&Medynska, 2019; Ivanova, Mosenkis & Stokal, 2020).

Six faculty members and 72 students from 12 4-year undergraduate groups of different majors become the project participants. They participated in the Olympiad organized by several leading European universities. The team consisted of 12 students and a supervisor representing the educational institution. The essence of the experiment is that its participants studied foreign languages and attended

a program on media education and information security. The investigation collected data presented in educational materials and on academic websites. Different tools and methods allow analyzing the facts manipulation and the mistakes made in the process. Several recommendations on information hygiene have been developed, the purpose of which is to prevent the negative impact of information on mental, physical, and social well-being. Each experiment stage was accompanied by active educational work with teachers and students.

First, training webinars and consultations with students and teachers were held. They addressed the order and rules of the training competitions and friendly matches.

In the second stage, semifinal competitions were held. The third phase includes the final round and meeting all participants in the experiment. Finally, the fourth phase was the final phase, as it evaluated the effectiveness of the new techniques. They were in effect until the end of the second semester of 2020.

During the experiment, the participants encountered some difficulties. They noted the lack of time required for pedagogical practice. It is not possible to conduct qualitative and in-depth research in two semesters.

4. Research Results

Brain-rings, quizzes, and competitions are the primary forms used in the Olympiad. Each of these forms involves a whole group or one participant in the event. In addition, organizers used various interactive teaching methods to improve speech and communication skills. They aim to teach participants to react quickly to crises, adapt to new conditions, and work together.

The courses on information security, practical rhetoric, and fact-checking techniques concluded with a competition in the form of a brainstorming game. As a result, the acquired knowledge and the ability to work in a team were evaluated. The development of the acquired educational competencies was assessed, which included:

- personal self-improvement competencies;
- learning and cognitive competence;
- communicative competence;
- information competence.

During the competition, it was essential to develop questions and tasks of creative and analytical nature; testing was used to study the opinions and knowledge of participants. It was necessary to prepare relevant, clear, and appropriate tests and surveys to organize the effective collection of information. A team of experimenters worked on their development. All materials are actual practice. For the contestants to adapt and orient themselves quickly, they were given more manageable tasks at the beginning of the competition. At the same time, there was not too much easy

work in the assignments and confusing tasks that had no answers.

All questions and tasks were relevant to the respondents. Their professional orientation was also taken into account. Teaching tasks and problem positions had to be understandable for all experiment participants. Such digital technologies as multimedia, social networks, and special software helped organize the experiment. Independent judges played an important role. At the same time, the mediator played the part of the game leader.

All participating teams got the same tasks. Rating tables allow marking the successes of the most active players. Thanks to this, it was possible to increase the participants' motivation in the competition and increase their interest.

In the course of the game, the tasks became more complex. All activities were conducted in an online platform designed to organize different activities under quarantine restrictions. It made it possible to keep semifinals and finals between various European universities. Furthermore, distance learning made it possible for student-teams located in other cities and countries to interact and learn.

First Stage. The preparatory sessions were attended by six faculty mentors from universities in different countries of the European Union. The curators were trained during the webinars using necessary training materials and instructions. In addition, several webinars were devoted to the online brainstorming methodology and the technical peculiarities of teaching and organization of participants.

The participants had a training session where they solved problems and exercises similar to difficulties used in the competition. Teacher consultants prepared 15 exercises to work on their own. Both teachers and students got questions that can be used for new interactive pedagogical practices in the educational process. Students' and teachers' need for using interactive pedagogical practices was assessed at three stages of the project (Table 1).

The study was commissioned by the educational institution's administration and was conducted during the 2019-2020 academic year.

Table 1. Impact assessment of interactive pedagogical practices on the key competences formation at the initial stage

No of teams	KC1	KC2	KC3	KC4
Team 1	18%	22%	20%	27%
Team 2	17%	20%	20%	16%
Team 3	22%	24%	28%	22%
Team 4	16%	20%	22%	14%
Team 5	20%	26%	21%	26%

Team 6	24%	27%	30%	28%
Team 7	25%	22%	23%	21%
Team 8	20%	26%	24%	17%
Team 9	20%	27%	24%	20%
Team 10	24%	25%	21%	21%
Team 11	20%	27%	23%	27%
Team 12	21%	23%	22%	18%

Second stage. Each supervisor formed a group of active students to conduct courses on media literacy and information security. A total of two teams are created, with six students on each team. Students determine their roles on the team. They choose a captain, speaker, analyst, copywriter, etc. Before the start of the competition, team members are briefed on the technicalities of the online event. Time constraints are taken into account.

The whole project is accompanied by the study of disciplines related to the subjects of the competition. As a result, the project participants also learn foreign languages, improve their teamwork skills, and cooperate in a teacher-student pair. In addition, they improve their digital skills and social media skills. Through this, not only do they manage to implement pedagogical practices, but they also increase their success and effectiveness.

Third Stage. All Olympiads are transferred to online mode due to quarantine restrictions. The final competition also takes place remotely. Each participant joins a brain ring at a specified time regardless of location.

The brainstorming takes place over 3 hours. Teams receive questions that address a variety of information security and fact-checking topics. Participants were required to do both analytical and creative work to answer them. Eight minutes were given to process the question. After the time expired, the answers were discussed on a unified online platform. It was created specifically for the Olympiad. There was also a test. After receiving a solution, the jury and mediator determined their correctness or incorrectness. For each task, a certain number of points was presented. Each member of the jury commented on questions and answers. If necessary, the Olympiad mediator gave his comments. Thus, the Olympiad was held in 4 stages.

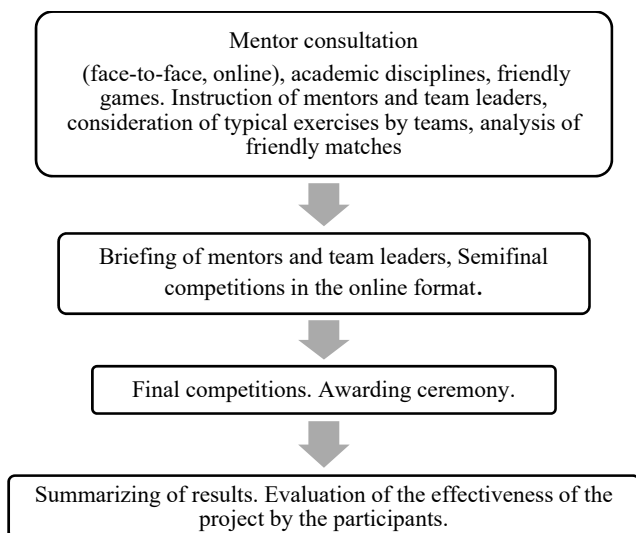


Fig.1.Olympiad stages

In pandemic conditions, the successful implementation of pedagogical practice required improving technical equipment in educational institutions. All sides of the educational process, including students, should have the appropriate technological equipment. Conducting contests was made possible through the use of Internet technology.

Students and teachers used various forms of electronic communication: e-mail, Skype and Telegram. The Google platform helped to conduct the survey. Thanks to the availability of educational content on the Internet, participants and teachers could absorb information effectively. The electronic format of such content allowed studying and training in any place, city, country, and continent.

Final stage. The last step came in the second semester of the 2019-2020 academic year. At this stage, it was essential to show practical, interactive pedagogical materials and the possibility of their implementation in practice. A survey was conducted by the organizers of the event and the universities' administrations whose students and teachers participated in the event. Finally, the competencies that were actualized during the Olympiad were assessed. The results are as a percentage.

- KS-1 is the competence of personal self-improvement;
- KC-2 is communicative competence;
- KC-3 is informational competence;
- KS-4 - learning and cognitive competence (Table 2).

Table 2. Evaluation of Interactive Pedagogical Practices Impact on Key Competencies Formation

Nº of teams	KC1	KC2	KC3	KC4
Team 1	20%	25%	23%	30%

Team 2	19%	24%	23%	18%
Team 3	25%	28%	30%	24%
Team 4	18%	24%	25%	16%
Team 5	23%	29%	24%	28%
Team 6	28%	30%	32%	24%
Team 7	27%	25%	26%	24%
Team 8	22%	29%	27%	19%
Team 9	24%	30%	28%	22%
Team 10	28%	28%	24%	24%
Team 11	22%	30%	27%	29%
Team 12	25%	28%	26%	19%

The study of interactive pedagogical practices has many advantages. First and foremost, they are associated with motivating respondents, increasing student achievement, gaining community service skills, and self-education.

Participating in a brainstorming session required continuous digital learning enhancement, and the final stage of the experiment involved a questionnaire survey. Participants in the educational process assessed the need to implement innovative pedagogical practices. One of these practices is the Olympiad (Table 3).

Table 3: Students' and teachers' needs assessment in implementation of interactive pedagogical practices

#	Yes		Partly		No	
	Students	Teachers	Students	Teachers	Students	Teachers
Stage 1	60%	53%	30%	35%	10%	12%
Stage 2	68%	60%	24%	30%	8%	10%
Stage 3	73%	64%	22%	27%	5%	9%

According to the experiment results, the introduction and further use of new pedagogical practices is supported by 13% of students. The number of teachers approving their use increased by 11% compared to the beginning of the experiment. Only five students deny their use.

5. Discussions

The subject of the study is the ways to develop and implement innovative pedagogical practices. Based on it, a competitive event was prepared and conducted.

The best pedagogical practices have been considered in the works of many researchers (Arboldel, 2018; Mason, 2006). Attention was drawn to their universality. Research (Arboldel, 2018; Turkey, 2020) has found interactive activities to be adequate and relevant. They are considered as educational and pedagogical practices. At the same time, educational content develops key competencies and has academic functions. The problems of informatization of education in higher education institutions are considered in several studies (Puranik, 2020). Researchers who deal with this issue believe that information technology and pedagogical practices associated with it should be supported and developed (Dzvinchuk et al., 2020). The experience of the Olympiad has shown that it is necessary to constantly improve the level of technical knowledge and qualification of participants in the educational process. It positively affects the increased mobility, motivation, and positive evaluation of interactive forms of learning. Accordingly, the success of pedagogical practices implemented in the educational process increases.

Pedagogical practices are an essential part of the educational space of European countries. Thanks to their introduction and use, academic socio-cultural problems are effectively solved. An important issue is the application of pedagogical practices in postgraduate education, which will help avoid discrimination on national social and religious grounds (Boghian, 2018). In today's context, best pedagogical practices are practical and universal teaching based on tolerance and cooperation. It is necessary to involve pedagogical practices depending on residence and level of education to solve the problematic issues related to information literacy and security. Technological tools play an essential role in the modern educational process (Dzvinchuk et al., 2020). They are especially relevant in distance learning (Turkey, 2020).

It is necessary to use forms of open education to introduce effective pedagogical practices. The informatization of the educational process should not be forgotten. Informational experience in education is impossible without the active work of the administration.

The introduction of new pedagogical practices contributes to the modernization of education. However, it is also essential how professionally participants in the educational process have mastered the game and competitive rules. Thus, they can improve the quality of learning and survive in a highly competitive environment.

6. Conclusion

This article describes the development and use of interactive pedagogical practices. As an example, the Olympiad, held between universities of European countries, formed an educational complex. It aims to develop the

communication skills of its participants and ensure their interaction in the teamwork process.

The theme of the project is information security. It is necessary to note not only its novelty but also its universality. Its study aims to teach the project participants to navigate information wars correctly.

Pedagogical practices of a comprehensive nature develop key educational competencies. Thanks to their use in distance learning, it is possible to master new forms of such education. It does not depend on the chosen profession and specialty. Students and teachers who have acquired information literacy and media safety skills know how to navigate current information flows. They are also able to analyze the information they receive. The experiment showed that more than 13% of students and 11% of teachers approved using new pedagogical practices in the future and indicated their high effectiveness.

The paper proposes an innovative way of conducting the competition. It can be used in higher education institutions and schools. In addition, it allows you to cover a variety of subjects. New algorithms for implementation and universal pedagogical practices are topics for further research in this direction. It is also recommended to conduct ongoing research to create the conditions for implementing educational innovations in the global education system.

References

- [1] Arbodel, E.V. Innovative Teaching Methods in Specialised Translation, *Modern Journal of Language Teaching Methods*, 2018, vol. 8, issue 12, 426-436. Available at: https://repositorio.uam.es/bitstream/handle/10486/688158/innovativ_e_vazquez_MJLTM_20_18.pdf?sequence=1&isAllowed=y. Access: Jan.10, 2021.
- [2] Boghian, I. Methodological Guidelines for Elaborating the Curriculum of Intercultural Education with a Focus on the Values of Tolerance. *Revista Romaneasca pentru Educatie Multidimensionala*, 2018, 10(4), 249-264. Available at: <https://doi.org/10.18662/rrem/86>. Access: Jan.01, 2021.
- [3] Cuhlova, R. Intercultural Adaptation Process and Its Determinants. *International Journal of Economics, Finance and Management Sciences*, 2019, vol. 7(6), 215-221. [https:// Available at: http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=173&doi=10.11648/j.ijefm.20190706.16](https://www.sciencepublishinggroup.com/journal/paperinfo?journalid=173&doi=10.11648/j.ijefm.20190706.16). Access: Dec. 22, 2020.
- [4] Dzvinchuk, D.; Radchenko, O.; Kachmar, O.; Myskiv, I. & Dolinska, N. Analysis of
- [5] Platforms and Tools of Open Study in the Conditions of Postmodern Education. *Revista Romaneasca Pentru Educatie Multidimensionala*, 2020, vol. 12(3), 125-143. Available at: doi.org/10.18662/rrem/12.3/313. Access: Dec. 22, 2020.
- [6] European Commission. European Commission Country Report Romania, 2019. Available at: https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-report-romania_en.pdf. Access: Dec. 22, 2020.
- [7] European Commission. Science Education for Responsible Citizenship, 2015. Available at: http://ec.europa.eu/research/swafs/pdf/pub_science_education/K_I-NA-26-893-EN-N.pdf. Access: Dec. 22, 2020.

- [8] Flek, R., & Prince, T. Developing and Teaching an Honors Calculus Course in a Community College. *Hispanic Educational Technology Services Online Journal*, IV (Spring Issue), 2014. Available at: <http://hets.org/ejournal/2014/07/19/developing-and-teaching-an-HONORS-CALCULUS-COURSE-IN-A-COMMUNITY-COLLEGE/>. Access: Dec. 22, 2020.
- [9] Gilakjani, A. A review of EFL learners' speaking skill and the strategies for improvement. *Modern Journal of Language Teaching Methods*, 2016, vol. 6, Issue 9, 56-63. Available at: <https://www.semanticscholar.org/paper/A-Review-of-EFL-Learners'-Speaking-Skill-and-the-Nasiri-Gilakjani/670644ca7f0a2a6cc2a3993e2257ed49697b5442>. Access: Jan.05, 2021.
- [10] Ivanova, I.; Mosenkis, I. & Stokral, O. Modern media pedagogy: Ways of forming public journalism in Ukraine. *Asia Life Sciences*, 2020, vol. 22, issue 2, 357-370. Available at: <http://repository.hneu.edu.ua/bitstream/123456789/24918/1/1%20%b2%20%b0%20%bd%20%be%20%b2%20%b0.pdf>. Access: Jan.03, 2021.
- [11] Jayashree, R. A Study on Innovative Teaching Learning Methods for Undergraduate Students. *International Journal of Humanities and Social Science Invention*, 2017, vol. 6(11), 32-34. Available at: [http://www.ijhssi.org/papers/v6\(11\)/Version-2/E0611023234.pdf](http://www.ijhssi.org/papers/v6(11)/Version-2/E0611023234.pdf). Access: Dec. 22, 2020.
- [12] Kiki-Papadakis, K. & Chaimala, F. The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Revista Romaneasca pentru Educatie Multidimensionala*, 2016, 8(2), 71-87. Available at: <http://dx.doi.org/10.18662/rrem/2016.0802.06>. Access: Dec. 22, 2020.
- [13] Ko J.; Sammons P.; Bakkum, L. Effective Teaching: a review of research and evidence. CfBT Education Trust, 2013. Available at: <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2013/reffective-teaching-2013.pdf>. Access: Dec. 22, 2020.
- [14] Kokturk, S. Forms and Multifunctionality of Interruptions and Simultaneous Speaking in Ordinary Talk – proposal of a Universal Model for the Evaluation of Interruptive Speech Sequences. *International Journal of Linguistics*, 2012, vol. 4, no. 3, 551- 571. Available at: <https://doi.org/10.5296/ijl.v4i3.2137>. Access: Dec.15, 2020.
- [15] Kostikiva, I.; Miasoiedova, S.; Razumenko, T.; Chernenko, A. & Pochuieva, O. Teaching English speaking for FCE: Using Facebook as a tool of instructional practice. *Amazonia Investiga*, 2019, vol.8(22), 719-727. Available at: <https://amazoniainvestiga.info/index.php/amazonia/article/view/825/773>.
- [16] Kuzmina, M.; Protas, O.; Fartushok, T.; Raievska, Y; Ivanova, I. Formation of Students' Competence of Tertiary Educational Institutions by Practical Training Aids *International Journal of Higher Education*, 2020, vol. 9, no. 7, 279-288. Available at: [doi:10.5430/ijhe.v9n7p279](https://doi.org/10.5430/ijhe.v9n7p279) Access: Dec. 22, 2020.
- [17] Mason, R. Learning technologies for adult continuing education. *Studies in Continuing Education*, 2006, 28(2), 121-133. Available at: doi.org/10.1080/01580370600751039. Access: Dec. 22, 2020.
- [18] Poland, R.; Baggot la Velle, L. & Nichol, J. 'The Virtual Field Station (VFS): using a virtual reality environment for ecological fieldwork in A-Level biological studies—case study 3', *British Journal of Educational Technology*, 2003,34 (2), pp. 215–231. Available at: <https://doi.org/10.1111/1467-8535.00321>. Access: Jan.02, 2021.
- [19] Puranik, S. Innovative teaching methods in higher education. *BSSS Journal of Education*, 2020, vol. IX, issue-I, 67-75. Available at: <https://doi.org/10.51767/je0907>. Access: Now.25, 2020.
- [20] Radhika, K. *Pedagogical Practices*, 2018. Available at: https://www.researchgate.net/publication/323794548_Pedagogical_Practices. Access: Dec. 22, 2020.
- [21] Recommendation of the committee of ministers to members state on ensuring quality education, 2013. Available at: https://www.ecml.at/Portals/1/documents/CoE-documents/CMRec2012-13_quality_EN.pdf?ver=2016-11-29-113145-700. Access: Jan.11, 2021.
- [22] Salgur, S. A. The importance of the teacher in intercultural education. *International Journal of Global Education*, 2013, vol. 2(1), 1-5. Available at: <http://www.ijtase.net/ojs/index.php/ijge/article/view/244/312>. Access: Dec. 22, 2020.
- [23] Senthilkumar, V. & Kannappa, R. Impact of Innovative Teaching and Learning Methodologies for Higher Educational Institutions with reference to Trichirappalli District. *IOSR Journal of Business and Management (IOSR-JBM)*, 2017, vol. 19(7), 88-92 Available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue7/Version-2/M1907028892.pdf>. Access: Dec.01, 2020.
- [24] Sim, M. & Pop, A. The impact of social media on vocabulary learning: Case study Facebook. *Annals of the University of Oradea. Economic Science Series*, 2014, 23(2), 120-130. Available at: <https://ideas.repec.org/a/ora/journl/v2y2014i2p120-130.html>. Access: Dec. 22, 2020.
- [25] Synorub, H.; Medunska, O. Development of information culture of students of humanitarian specialties. *Information Technologies and Learning Tools*, 2019, 9, vol. 72, no.4, 152-167. Available at: <https://journal.iitta.gov.ua/index.php/itlt/article/view/2922>. Access: Dec. 22, 2020.
- [26] The future of jobs report WEF (2020). Available at: <https://www.weforum.org/reports/the-future-of-jobs-report-2020>. Access: Dec. 22, 2020.
- [27] Zhornova, A. Information and Communication Technologies in Higher Education: Toward the Preparedness of the Subjects of Education for Innovation. *Scientific Research in Social and Political Psychology*, 2013, vol. 33, 172-179. Available at: http://nbuv.gov.ua/UJRN/Nsspp_2013_33_21. Access: Jan.07, 2021.