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IMPLEMENTATION OF NEW PEDAGOGICAL TECHNIQUES AND APPROACHES INTO UNIVERSITY: MEET STUDENTS' NEEDS AND NEW OPPORTUNITIES FOR THE TEACHERS

The modern strategy of teaching in higher education provides close cooperation between the student and the teacher in determining the goals of education and their practical achievement. This requires a high degree of readiness of both sides to adapt new pedagogical technologies, the ability to dynamically build a new educational strategy depending on the surrounding conditions. In this regard, it is of interest to consider what requests students have regarding the quality of teaching at the Brest State Technical University, what difficulties they face in the learning process.

In May 2020, the Brest State Technical University conducted a study “Student satisfaction with the quality of education at the university”. The 3rd year students took part in the survey. The subject of the research

is the formed ideas of students about the organization of the educational process. Several answers were provided for individual questions of the survey. The general population was 709 people with a statistical significance of 95% and a confidence interval of 5%. The minimum sample size was 249 respondents. 451 students were interviewed (Faculty of Civil Engineering: 93 students, Faculty of Mechanical Engineering: 89 students, Faculty of Electronic Information Systems: 113 students, Faculty of Engineering Systems and Ecology: 88 students, Faculty of Economics: 68 students).

The results of the survey showed that despite the fact that more than a half of the students believe that the content and level of the taught disciplines meet modern requirements, more than 33% of students rather disagree with this statement, and another 4% of respondents expressed their complete dissatisfaction with the content of education.

Table 1 — Results of the survey

Do you think the content and level of the taught disciplines at your faculty corresponds to modern requirements?	%
Totally corresponds	12
Rather corresponds	51
Does not rather correspond	33
Does not fully correspond	4

At the same time, students appreciated the communication with teachers. To the question “Are you satisfied with the professionalism and competence of teachers?” 38% of the respondents chose the answer option “yes” and 49% “rather yes”. In addition, almost all students (91%) noted a high level of trust in teachers and the level of relationship with them. A large number of respondents (77%) note the favorable atmosphere created at the university. Often in the responses it is noted that

while studying there is an opportunity for creative self-expression and development.

To the question “What do you get the most satisfaction from while studying at the educational establishment?” most often, students give the following answers:

- from relationships with fellow students — 56 %;
- from their educational results — 41 %;
- from relationships with teachers — 40 %;
- from the educational process as a whole — 39 %;
- from the opportunity to show one’s abilities and skills — 26 %.

The particular interest is the students’ answer to the question “what needs to be changed at the university to improve the quality of education”. A free-form response was provided. In particular, the respondents offered the following answer options:

- *We need more experimental teaching methods, the latest knowledge in our specialties, prevention of cheating on exams;*
- *Adaptation of the educational process to modern market requirements is required;*
- *Use more modern approaches to training, add electronic materials and opportunities for remote access to them, provide relevant knowledge that is applicable in practice;*
- *Study the current requirements of employers to specialists.*

Thus, the contradiction becomes obvious, on the one hand, students are generally satisfied with the favorable environment at the university, they highly appreciate the level of teaching, but at the same time they are dissatisfied with the used conservative teaching methods and want to revise the content of education for its greater adaptation to modern requirements. To solve this problem, it is necessary to create an integral system of internal advanced training of teachers at the university [1]. This system should provide for the training of teachers in modern pedagogical methods and technologies. In addition, they should receive an up-to-date understanding of curriculum design.

In 2019, within the framework of the Erasmus+ programme “Strengthening the potential in higher education”, the implementation of the project “UniTeLe — University teaching and learning enhancement” was launched designed for 3 years. This project is coordinated by Linneus University (Sweden). The project consortium includes 10 educational institutions from 5 European countries (Belarus, Germany, Italy, Turkey, Sweden). The project registration number is 598816-EPP-1-2018-1-SE-EPPKA2-CBHE-JP. One of the consortium participants from the belarusian side is BrSTU.

The overall goal of the project is to enhance the quality of higher education outputs with high-level student performance & employability by enhancing internal Quality Assurance (QA) for teaching/learning and improving professional performance of teaching staff at belarusian universities to optimise the response of HE to increased demands of society and economy.

The specific objectives are:

- to develop and apply internal QA system for teaching/learning and teaching staff performance with standards and procedures in line with ESG-2015;
- to establish Centres for Academic Development and Teacher Training at each belarusian partner to manage the internal system of QA for teaching/learning and teaching staff performance and university teaching staff training;
- to develop an in-service training programme for university teachers who need pedagogical training;
- to apply innovative methods of education for the increase in the level of students’ academic performance and future employment;
- to run the In-service University Teacher Training Programme in the pilot mode;
- to analyse the pilot running of the Programme for follow-up activities;

— to introduce new regulations on teaching staff employment at the belarusian partner universities.

On the first stage of the UniTeLe Project implementation areas for improving the quality of higher education in Belarus were identified. SWOT analysis of higher education quality in Belarus and focus group of possible improvement were performed. The discussion was attended by work groups of 25 leaders, teachers and students from each of the Belarusian universities of the project consortium [1].

The use of various tools for advanced training of university teachers allows to prevent the occurrence of emotional and professional burnout, contributes to the achievement of high efficiency of the educational process, its orientation to the needs of a student.

LIST OF REFERENCES

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