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EDUCATIONAL INNOVATION IN LECTURING SESSIONS

Abstract.

This article delves into the evolving realm of educational innovation in lecturing, shedding light on the necessity of employing novel methodologies and shifting paradigms in teaching and learning. Amidst increasing awareness and adoption of multifaceted intelligence theories, there exists an untapped potential of various frameworks that could revolutionize our traditional educational systems. Focusing primarily on Sternberg's and Gardner's classification schemes, the article explores significant theories like the Theory of Multiple Intelligences and the Triarchic Theory of Intelligence. The rising interest in these approaches suggests a paradigm shift towards a more holistic understanding of intelligence and creativity, challenging conventional views of educational delivery. Moreover, the discourse expands on the impact of globalization on education, advocating for a cosmopolitan outlook in teaching practices. By addressing these pressing concerns and trends, the article prompts an in-depth reassessment of established pedagogical practices, thereby aiming to enhance the teaching-learning process and ultimately, the quality of education.

Key words: education, schools, society, culture, intelligence, teaching, creativity.

"Education is the best provision for old age"
- Aristotle

Introduction.

The foundation of any progressive society is education. It is a dynamic system that must evolve and adapt in response to societal changes, technological advancements, and our expanding knowledge of how humans learn most effectively. Among the many dimensions of education, lecturing has occupied a prominent position for centuries as the primary mode of knowledge transmission from educators to students. In recent years, however, the traditional mode of lecturing, which is frequently characterized by the unidirectional dissemination of information, has come under scrutiny. Many educators and educational theorists argue that this method fails to engage students, nurture critical thinking, and promote profound comprehension. How can we modify and innovate in the realm of lecturing to bridge this divide and improve the overall efficacy of education? is the central question that arises.

In response to this difficulty, there has been a surge in pedagogical innovation, fueled by the introduction of new technologies and the most recent findings in cognitive science. This has resulted in a thrilling revolution in the delivery of lectures, transforming them from passive information-transfer sessions into dynamic, interactive, and engaging encounters that accommodate to a variety of learning styles and needs. This article examines how new methodologies and technologies have

transformed traditional pedagogical practices, delving into the emergent landscape of educational innovation in lecturing. We will investigate the effects of innovative approaches such as the open classroom model, blended learning, e-learning, problem-based learning, and the incorporation of artificial intelligence in education on student engagement, comprehension, and overall learning outcomes. Through this exhaustive examination, we hope to shed light on how these modern techniques are transforming the educational environment and fostering a generation of learners equipped to thrive in the 21st-century knowledge economy. The discussion that follows promises to be an enlightening excursion through the shifting paradigms of education, providing a view into the future of teaching and learning.

Regardless of their era or location, all civilizations have innately recognized the importance of education. Many assert that teaching, which is fundamentally an educational endeavor, is the second oldest profession in human history. Despite the universal recognition of the importance of educational endeavors and institutions, it is important to note that not all societies allocate an adequate amount of resources to these endeavors and institutions.

Education, in its broadest sense, equips individuals, especially the newer generations, with the skills and knowledge necessary to perform their civic responsibilities effectively. Although conventional wisdom predominantly equates education with formal schooling, education transcends the boundaries of formal learning environments. Alexis de Tocqueville, a renowned sociopolitical theorist, expressed this viewpoint eloquently when he stated, "Town meetings are to liberty what primary schools are to literacy; they make it accessible to the masses and teach them how to wield and appreciate it" [1].

To fully comprehend innovative and creative education, both formal and informal contexts must be acknowledged as integral components of this broader educational landscape. These contexts include, but are not limited to, schools, universities, families, communities, workplaces, civic organizations, unions, sports teams, political campaigns, electoral processes, and the media. Using the Athenians' educational model from the Classical Era as a model, one could contend that an effective educational system would orchestrate and harmonize these diverse learning environments. Therefore, formal creative education is viewed as a systematized instructional paradigm designed primarily to prepare future generations for public participation.

Educators and Scholars sought to comprehend the nature of creativity in education, evaluate it, and improve instruction by teaching students to think creatively and teaching instructors to teach creatively. In response to the questions outlined below, this paper examines the philosophy and innovative creativity of education and presents creative contributions to the teaching process.

- What is the education philosophy?
- What is the definition of 'creativity'?
- How does creativity enhance the learning process?
- How does education enhance creativity?

The comprehensive field of creative education cannot be adequately summed up in a single discourse. Numerous nations, including France, Germany, the Netherlands, and Japan, have developed distinctive intellectual traditions and institutionalized methodologies for implementing creativity in education into their academic frameworks. This article does not delve into these international practices, which is unfortunate. In addition, even within the Anglo-American context, the overwhelming diversity of approaches to this topic suggests that any author attempting a holistic narration would quickly reach the limits of their knowledge. Undoubtedly, the unity of knowledge and the interdependence of academic disciplines are the foundation of creative and innovative education.

Materials and methods of research.

Creativity and intellect are intrinsically linked, indicating that any activity that engages our cognitive abilities has the potential to spark creativity. The human imagination is the driving force behind all creative processes, and our existence is formed by the concepts we employ to give our lives meaning. While we all possess inventive abilities, our lack of awareness frequently hinders our ability to utilize them to their fullest potential.

The incorporation of creativity into education has fascinated philosophers for a very long time due to its association with a variety of complex issues with substantial philosophical significance. A preliminary analysis reveals that these issues are related to, but do not exhaust, the controversies that have historically sparked heated debates. To phrase these concerns in terms that resonate with philosophers of education, the often-overlooked disputes revolve around: the juxtaposition of education as a means of knowledge transmission versus its role as a cultivator of inquiry and cognitive abilities that promote self-governance (broadly encapsulating the dichotomy between education as a conservative versus a progressive entity, and closely related to divergent views on human 'perfection' - debates tangled up with the concept of human.

In this context, institutional leadership plays a unique role by designing and implementing infrastructures that facilitate educational innovation. In addition, leadership can support such strategies by clearly articulating the institution's objectives, establishing well-defined incentive and reward mechanisms, providing administrative support, and managing financial risks. Consequently, the query arises: what types of pedagogical strategies foster innovative and creative learning? Creativity requires a conducive infrastructure; however, such efforts may prove futile if there is no corresponding paradigm change in the organization's cultural paradigm [2]. The inventive capacities of an organization's members are significantly influenced by the organization's culture. Specifically, a culture that encourages risk-taking and views failures as learning opportunities is more likely to foster creativity and innovation among its members [3].

Originality: The essence of creativity resides in ground-breaking innovations, which may build upon existing knowledge bases. This requires a degree of skepticism towards entrenched ideas and concepts as well as the fortitude to challenge the status quo.

Applicability: Although not all innovations qualify as creative, creativity is frequently exemplified by novel approaches that are pertinent and effective for completing the task at hand.

Futuristic perspective entails a proactive posture, with a focus not on past events or current circumstances, but on anticipating potential future scenarios and managing the inherent uncertainties and insecurities that accompany such foresight.

Problem-solving Proficiency: This refers to the ability to devise unconventional solutions to challenges. This ability requires an original perspective, the ability to think 'outside the box,' a resolve to defy prevalent norms, and an acceptance of the possibility of failure.

Why is it essential to instruct creatively?

In recent years, both the comprehension of creativity and the promotion of creativity in universities have increased significantly. Two crucial strategies, Curriculum for Excellence and Proof to Succeed, are highlighted in the development of creative thinking in young people.

Results and its discussion.

Education has frequently been viewed as a medium for artistic expression. Viewing teaching through the lens of improvisation highlights the reciprocal and emergent aspects of effective classroom practice, clarifies the relationship between curriculum resources and actual classroom implementation, and highlights the inherent artistic nature of teaching.

Plato's educational philosophy was likely influenced by his conviction in the existence of an immutable realm of 'forms'. John Dewey, an ardent opponent of non-naturalistic or a priori positions, offered the following critique:

Plato's fundamental premise is that society's structure is fundamentally dependent on a comprehension of life's ultimate purpose. Without awareness of this final objective, we would become random and capricious creatures... And only those with sufficiently developed intellects would be able to discern this ultimate purpose and the corresponding organizing principle of everything [4].

Plato, in Dewey's view, failed to recognize the uniqueness of individuals, categorizing them into classes and thus obscuring the 'infinite diversity of active tendencies' inherent to individuals [5]. Moreover, Plato frequently described learning using passive vision-related metaphors, an influence that remains ingrained in our language (such as the common exclamation “Now I see it!” when one eventually comprehends a difficult concept).

Every person, according to John Dewey, is an organism situated in a biological and social environment where problems constantly arise, compelling the individual to reflect, act, and learn. The value of accepted knowledge is directly proportional to the efficacy of problem-solving actions guided by this knowledge, according to Dewey's theory, which was influenced by the work of William James. Dewey viewed knowledge acquisition as an active process, rejecting the spectator theory of knowledge' as a recurring motif in his writings, in stark contrast to Plato's views. This is depicted plainly in a passage that alludes briefly to Plato's famous allegory of prisoners whose eyes are enlightened by education. Dewey argued that genuine problems, not theoretical or academic exercises, should be the primary concern of students. In addition to standard university tasks such as writing and class discussions, students should engage in "active inquiry and careful deliberation in the significant and vital problems" confronting their communities, however these are defined, but especially in schools. Lessons derived from textbooks and classroom discussions are rarely relevant to community-impacting decisions. Traditional educational methods, according to Dewey, are frequently “alien to the existing capacities of the young...beyond their experience... The circumstance itself inhibits students' active participation” [5].

Dewey was focusing to establish “an experiential continuum” as the foundation of education. He advocated for experiences that promote healthy development, i.e., experiences that not only inspire a passion for learning but also promote its continuity by building on prior knowledge. In comparison to other social and political structures, he viewed “democratic social experiences” as providing “a superior quality of human experience” [6]. The question of curriculum content, i.e., what should be taught to students at all educational levels, is unquestionably a fundamental issue that is particularly difficult to resolve. To overcome this obstacle, it is essential to distinguish between education and instruction. As Dewey noted, while education can occur in schools, miseducation and other unanticipated outcomes are also possible.

The formulation of a curriculum, whether subject-specific or encompassing the array of programs in an educational institution or system, necessitates a number of complex decisions. Technical aspects, such as the appropriate sequencing of topics within the chosen subject, the allocation of time to each topic, and the selection of appropriate lab work, field excursions, or projects for particular topics, are best resolved by faculty with a high level of expertise.

Since Plato's pioneering efforts, philosophers and other thought leaders have proposed various justifications for specific curriculum contents, all implicitly or explicitly predicated on at least three sets of concerns. First, the objectives and/or functions of education (objectives and functions may not always coincide), or alternatively, what constitutes a decent existence and human flourishing. Idealistically, our educational institutions should equip students to pursue the good existence.

Consequently, if our conception of human success includes the capacity to act rationally and/or independently, the mission of educational institutions and their curricula should be to nurture or assist in the development of autonomous individuals. Clearly, the path to attaining this is not immediately apparent, and considerable philosophical discourse has been devoted to this subject. Paul Hirst presented a prominent argument in this area when he asserted that knowledge is essential for formulating a vision of the good existence and then pursuing it. Based on a logical analysis, he concluded that there are multiple fundamental forms of knowledge; therefore, the curriculum should expose students to each of these forms [7].

Addressing creativity in the context of education necessitates a curriculum reform at all levels in order to better prepare students to become effective learners, self-assured individuals, responsible citizens, and valuable contributors to society. Creativity is increasingly acknowledged as a means to improve students' self-esteem, motivation, and academic performance. Encouraged students to think creatively become:

- more motivated in self-discovery.
- more receptive to new ideas and challenges.
- more adept at problem-solving.
- better able to collaborate with others.
- more efficient students.
- and more accountable for their own education.

Students who have the opportunity to cultivate their creative abilities will be better prepared for life after college. The world is undergoing rapid change, and it is almost certain that the majority of people will have to switch careers multiple times during their lifetime. The majority of employers seek to hire individuals who are creative, innovative, communicative, team-oriented, and problem-solving. Self-assured, original individuals will always be in demand.

The rise of globalization has propelled the concept of cosmopolitanism to the forefront of educational discussions, demonstrating its increasing relevance to educators around the globe. Historically, the term “multicultural education” was frequently used to describe cosmopolitan education. Both of these educational philosophies assert that ethical individuals must be aware of the perspectives of others and the consequences of their decisions on those individuals.

Within the framework of multiculturalism, it is considered the responsibility of a good citizen to empathize with and comprehend those who exist on the peripheries of their societies, as well as those whose conception of a fulfilling life differs from their own. Nonetheless, cosmopolitanism expands this responsibility beyond the confines of local communities and national borders. Good cosmopolitan citizens are encouraged to perceive themselves as “global citizens” with responsibilities that transcend national boundaries.

This prompts the question: Should our higher education institutions incorporate a global perspective into their curricula and seek to cultivate cosmopolitan perspectives among their students? To answer this question, one must consider the interplay of multiple factors, such as the changing dynamics of international relations, the growing interdependence of global economies, and the increased social consciousness brought about by the advent of digital media platforms. In recent years, the demand for global perspectives has only increased as the world grapples with shared challenges such as climate change, global health crises, and the struggle for global social justice. In an increasingly interconnected world, developing a cosmopolitan perspective may be essential for students to effectively, ethically, and empathetically navigate their personal and professional lives. Educators must therefore consider how to integrate cosmopolitan education into their curricula and pedagogical practices.

Modern research on creativity indicates that creativity in higher education can be enhanced by specific institutional, environmental, and cultural circumstances. Teamwork, cross-cultural exchange based on socio-cultural diversity, trans- and interdisciplinary work, time and resources, and a risk-taking culture that tolerates and even encourages failure are encouraging conditions [8].

Higher education institutions should function as innovation and creativity hubs. If they are expected to play such a significant role in society and the economy, then evaluation mechanisms are required to determine the extent to which they are fulfilling this function.

The study of innovative creativity in education has paralleled the study of intelligence in close proportion. Numerous scholars, including Kant and William James, who were concerned with matters of creativity and intellect in education also studied manifestations of talent. Today, intelligence and inventive instruction continue to be interdependent. Intelligence theory influences how we identify and assess students, our attitudes toward giftedness and gifted students, the models we use to develop programs and interventions, and numerous other facets of creative education.

Regardless of the proliferation of theories on intelligence and creativity, a vast portion of these theories and their potential applications remain essentially unexplored. How can we systematically organize the myriad of intelligence theories currently available? In their contributions to the literature on intellect and creativity in education, Sternberg and Gardner have proposed distinct classification frameworks. Sternberg proposes categorizing intelligence theories based on their fundamental analogies. These analogies may be derived from a variety of disciplines, including geography, computation, biology, epistemology, anthropology, and sociology.

Several novel approaches to creativity in education and intelligence theory have gained widespread acceptance and application. The Theory of Multiple Intelligences and the Triarchic Theory of Intelligence are two of the most prominent of these. Since its inception, the Theory of Multiple Intelligences has seen widespread application and reached its zenith of prominence in educational circles. In contrast, the Triarchic Theory, which is utilized by educators less frequently due to its complexity, has a solid reputation and may be on the increase. Sternberg and his contemporaries' efforts to implement this theory within educational environments, in conjunction with his theories of successful intelligence and mental self-governance, have yielded encouraging results [9].

In the higher education sector, programs concentrating on intelligence studies have become a major draw for student enrollment, generating substantial revenue for universities as a result. The rapid expansion of these programs is attributable to a multitude of innovative solutions that address both the needs of end-users and the interests of students. This growth trend persists despite the lack of consensus on whether or not an intellectual component should exist in teaching, or whether or not it does exist. It is evident that the demand for creative, intelligent educational programs is not only imminent, but urgent, highlighting the need for additional research and discussion in this area.

Conclusion.

The purpose and work of universities is to close the disparity between the current (and projected) demand for intelligence and the supply of innovative and high-quality education and research. Experience has shown that in order to effectively close this disparity, three crucial components must be incorporated into the design of any creative and intelligence-based educational program. These three elements are as follows:

1. Pedagogical principles: Intelligence education is a novel academic field that combines established disciplines in policy, science, and technology with operational application. The sustained national/international interest in security and intelligence provides the impetus to capitalize on this

creativity by developing a firm pedagogical foundation based on the new knowledge from learning research. Such a base should consist of:

• Coherent assessment methods using both direct and indirect means to determine if the program and the students are achieving the outcomes;

• Programs that accommodate different learning styles, allowing the program to adapt to the student rather than the professor;

• Active learning and team-building components that engage students and teach team-skills;

• Use of technology not only to deliver content but also to engage students and teach team-skills.

2. Multidisciplinary strategies for diverse student populations: The field of creative and intelligent education necessitates a multidisciplinary approach in order to meet the diverse operational, policy, and research needs of its customers. Effective creative education must be able to deliver programs that aid policymakers in their technical understanding and appreciation.

• Provide prospective professionals or business executives with a thorough understanding of key intelligence issues, including policy implications, emerging solutions, and engagement opportunities.

• Provide brainpower and security technologists with a more comprehensive perspective of the intelligence operating space and its supported and sustaining domains.

3. Research and Innovation: Effective research becomes creative in education as its alter ego, which is crucial not only from a technical, innovative, and best practice policy standpoint. Research should include and incorporate a technology development component as well as a broader perspective on the transmission of knowledge in order to produce operational and practical knowledge with impact. Intelligence solutions must be so inventive as to produce disruptive innovations.

Despite the likelihood that true innovation cannot be taught, there are aspects of the innovation process that can be taught, which is essential for developing new intelligence and creative educational programs. In order to promote, support, and train students for lifelong learning, change adaptability, and innovation development, a successful creative education strategy must be matrixed across disciplines and operating space.

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ЛЕКЦИЯЛЫҚ САБАҚТАРДАҒЫ БІЛІМ БЕРУ ИННОВАЦИЯЛАРЫ

Аңдатпа.

Бұл мақалада оқудағы жаңа әдістеме мен парадигма өзгерістерінің дәрістердегі білім беру инновациясының жаңа өрісін зерттеу көзделген. Интеллекттің көп қырлы теорияларын білу мен қабылдаудың дамуына байланысты дәстүрлі білім беру жүйелерінде жаңаша өзгеріс жасай алатын әртүрлі құрылымдардың пайдаланылмаған әлеуеті бар. Ең алдымен Стернберг пен Гарднердің жіктеу схемаларына назар аудара отырып, мақалада көп интеллект теориясы және интеллекттің триархиялық теориясы сияқты маңызды теориялар зерттеледі. Бұл тәсілдерге

қызығушылықтың артуы білім берудің дәстүрлі түсініктерінен гөрі, интеллект пен шығармашылықты неғұрлым тұтас түсінуге парадигманың ауысуын болжайды. Оның үстіне дискурс педагогикалық тәжірибеге космополиттік көзқарасты насихаттай отырып, жаһанданудың білім беруге әсерін кеңейтеді. Осы өзекті мәселелер мен тенденцияларды қарастыра отырып, мақала қалыптасқан педагогикалық тәжірибені терең қайта бағалауға шақырады, сол арқылы оқыту мен оқу үдерісін, сайып келгенде, білім сапасын арттыруға ұмтылады.

Негізгі сөздер: білім, мектеп, қоғам, мәдениет, интеллект, оқу, шығармашылық.

ОБРАЗОВАТЕЛЬНЫЕ ИННОВАЦИИ В ЛЕКЦИОННЫХ ЗАНЯТИЯХ

Аннотация.

В этой статье описывается новая методология и изменения парадигмы в образовании, предполагается рассмотреть новое поле образовательных инноваций в лекциях. Благодаря развитию знаний и принятию многогранных теорий интеллекта существует неиспользованные различные виды, которые могут внести новые изменения в традиционные системы образования. Сосредоточившись прежде всего на классификационных схемах Штернберга и Гарднера, статья исследует важные теории, такие как теория множественного интеллекта и триархическая теория интеллекта.

Повышенный интерес к этим подходам предполагает сдвиг парадигмы в сторону более целостного понимания интеллекта и творчества, а не традиционного понимания образования. Более того, дискурс расширяет влияние глобализации на образование, продвигая космополитический подход к педагогической практике. В статье описывается призыв к глубокой переоценке сложившейся педагогической практики, стремящейся к совершенствованию учебно-воспитательного процесса и в качестве образования.

Ключевые слова: образование, школа, общество, культура, интеллект, учение, творчество.

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