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Innovative Teaching Technologies in Postmodern Education: Foreign and Domestic Experience

Olena HAIDAMAKA[1], Yuliia KOLISNYK-HUMENIUK[2], Liudmyla STORIZHKO[3], Tetiana MARCHENKO[4], Iryna POLUBOIARYNA[5], Nataliia BILOVA[6]

[1] Institute of Education Content Modernization, Kiyv, Ukraine, lgaidamaka@ukr.net, ORCID ID: https://orcid.org/0000-0002-2921-0103

[2] National Pedagogical Dragomanov University, Kyiv, Ukraine, yuliya.kolisnyk@gmail.com, ORCID ID: https://orcid.org/0000-0001-8047-9143

[3] National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine, lyudmila.stor@meta.ua

[4] Lesya Ukrainka Volyn National University, Lutsk, Ukraine, marchenkotatjana966@ukr.net

[5] Kharkiv National I.P. Kotlyarevsky University of Arts, Kharkiv, Ukraine, 195828@ukr.net, ORCID ID: https://orcid.org/0000-0003-1911-8183

[6] South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine, nkbelowa02@gmail.com, ORCID ID: https://orcid.org/0000-0001-7147-2433

Abstract: The article provides a theoretical analysis of the study of the issue of introducing innovations into educational activities on the basis of foreign and domestic experience of postmodern education. The essence of the problem of introducing innovative technologies in the system of postmodern education in the countries of the world and in Ukraine is revealed. The role of the teacher's professional competence in the application of innovative techniques for organizing the educational process was emphasized. The essential features of postmodern tendencies in foreign and domestic education and teaching practice are combined. In the context of professional postmodern education and to optimize innovative teaching with postmodern tendencies, pedagogical recommendations were submitted on the new conditions and requirements of innovative teaching. The goals of the article, as well as its scientific novelty, theoretical and practical significance for postmodern or innovative pedagogy are determined. It is substantiated that the development of innovative technologies in the field of training future specialists is carried out on the basis of a postmodern approach to the analysis of vocational education, which was integrated by means of personality-oriented, activity-based, professional-creative and psychological-pedagogical approaches at the systemic universal level. Considered professional requirements for educators-innovators.

Keywords: *postmodern approach, postmodern tendencies, professionalization of future specialists, the needs of applicants for education, professional competence of a teacher, higher school, educational process.*

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1. Introduction

Reformative transformations of postmodern education, Ukraine's integration into the European community, new quarantine conditions for distance learning in domestic and European institutions of higher education necessitate the introduction of innovations and modernization of the educational process in an open European hyperspace. Educational projects for the introduction of innovative technologies in education are primarily due to the need for the training of highly qualified specialists who can effectively adapt to the new socio-economic conditions of professionalization. According to the postmodern approach to the training of future specialists, pedagogical innovations make the learning process superior to its results and increase its importance in the professional and competent provision of educational services, in the center of which are – educational and professional needs of a specific future specialist, his personal resource for self-education and freedom of choice of innovative means of professionalization, personal and professional development in the chosen professional field. Therefore, the study of the issue of innovative teaching technologies in foreign and domestic education is extremely relevant in the applied aspect as an object of scientific research in postmodern social and humanitarian science and a significant factor in the exchange of experience between foreign and domestic universities (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020).

In the methodology of empirical studies of the impact of innovations on the quality of higher education, modern pedagogy considers their rational content, while for postmodern education, the personal and professional resource of a future specialist is important, which is formed not only on educational and professional successes, but also as a result of creative work on mistakes, on the basis of which is formed a system of more successful conscious professional actions in self-realization, understanding of his professional "Ego" and his professional behavior. In this regard, the problem of studying innovative teaching technologies in postmodern education is extremely urgent.

The purpose of the article are: a theoretical review of the application of innovative technologies in postmodern education based on domestic and foreign experience; development of pedagogical recommendations for optimizing innovative postmodern teaching. Scientific novelty of the article and its theoretical significance: for the first time in-depth scientific understanding of the relationship between postmodernism in education and innovative teaching; emphasized the practical importance of innovations for

the development of professional competencies and a creative approach to solving professional problems among future specialists. The theoretical provisions of the article and its conclusions can be used in the courses of postmodern or innovative pedagogy.

2. Theoretical analysis of studying the issue of introducing innovations into educational activities: foreign and domestic experience of postmodern education

There is no single generally accepted definition of "innovation" in pedagogy. This concept comes from the Latin word "innovatio", which means renewal, change or invention. The organization of the educational process, in which pedagogical interaction is carried out with the help of any innovation, is called innovation. Innovative technologies in educational activities, innovations of the postmodern educational system and the integration of traditional and modern pedagogical technologies create current changes in modern higher education institutions. The postmodern approach to innovative technologies in the educational activities of future specialists emphasizes the subjectivity of knowledge and, at the same time, the importance of the subject of cognition, his creative abilities and the teacher's modeling of individualized or team, interactive information and communication or project forms and methods of the educational process in the online distance system.

Innovative teaching technologies are purposeful, systematic and consistent introduction into the practice of pedagogical activity of original, innovative methods and techniques of pedagogical actions and means that cover a holistic educational process from determining its goal to the expected results. In pedagogical sources, innovative and educational teaching technologies are sometimes used as identical. Innovation in the field of education is an intensive rethinking of pedagogical values, the search for something new in the theory and practice of teaching and upbringing. The process of creating and using new pedagogical experience associated with active changes in the field of education; innovations in the content, forms, methods of teaching and educational work (Bakhtiyarova et al., 2017). It can be confirmed that the development of innovative technologies in the field of training future specialists is carried out on the basis of personality-oriented, activity-oriented, professional-creative and psychological-pedagogical approaches. An important trend in postmodern vocational education, which determines the development of innovative teaching technologies is their consistency and integration (development of new pedagogical methods of developmental or problem-based learning; interactive, game or information

and communication techniques; telecommunication and Internet technologies or computer testing systems for distance learning results, etc.).

Some researchers are convinced that innovation can only be considered something new, the result of which is cardinal changes in a particular system, others believe that this is any, even insignificant, innovation. Given the essential features of innovation, there is every reason to consider it as a process and as a product (result). Innovation as a process means a partial or sweeping changes in the state of the system and the corresponding human activity. Innovation as a result presupposes the process of creating (reproducing) a new one, which has a specific name "novation". Based on this, the concepts of "innovation" ("new means") are distinguished as a certain means (new ideas, methods, techniques, technologies, programs, etc.) and "innovation", which is broader in content, since it means a process, the subject of which there are novations (Martynets, 2015). There is no doubt that this approach can be called postmodern, since it takes into account such essential features of innovation as procedurality, the integration of innovative and pedagogical technologies as a systemic phenomenon, the manifestation of freedom of choice and creativity in the professional competence of the application of novations in the educational process, and at the level of educational systems this is partner pedagogical interaction in the educational process.

Innovative technologies in teaching are the embodiment of a creative synergistic approach. The essence of synergetics as an interdisciplinary teaching lies in the study of the processes of self-organization and the formation of new ordered structures. The subject of synergetics is the mechanisms of spontaneous formation and preservation of complex systems, in particular those that are in a state of stable disequilibrium with the external environment. Synergetics teaches us that in a nonlinear system (which is the pedagogical environment) a new type of solution may appear at any moment, it cannot be reduced to the previous one. Therefore, the educational process should be transformed in the direction of individualization of educational interaction, the formation of creative thinking and the activation of independent work of students (Bakhtiyarova et al., 2017). Therefore, it can be argued that the postmodern approach to the introduction of innovations into the pedagogical process of vocational education is carried out at a universal synergetic level as the integration of creative pedagogical skills in enhancing the creative professional thinking of future specialists and personality-oriented teaching methods.

Foreign researchers have practically investigated the technology of implementing innovative processes in the educational activities of future

specialists in the context of postmodern higher education. In the new pedagogical theories of postmodern education they argue that the postmodern approach is associated with innovations that initiate multivariate strategies for organizing the educational process, cultivate the universality of knowledge, human creativity and subjectivity and associated with new requirements for professional competence and responsibility.

Postmodern tendencies, primarily in American and European education, emerged as a response to changes in society, especially in the pedagogical education of the younger generation, when new means of pedagogical interaction were insufficient or they became ineffective. Based on the analysis of postmodern trends in science and at the same time a vision of their role in the initiation and implementation of new learning strategies related to professional training and the formation of a creatively active, unique personality is emerging. Thus, it can be argued that postmodernism initiated innovations in education. Foreign researchers paid the most attention to the analysis of essential postmodern characteristics in education and social practice (Askeland & Payne, 2006; Beck 1993; Best & Kellner, 1991; Giroux, 1999; Jacobs & Kritsonis, 2006).

Clive Beck (1993) examines postmodern trends in educational philosophy, noting that the postmodern emphasis on concrete, localized problems is important and should be applied to education: school studies are often too abstract and unremarkable. Learning must combine both the concrete and the universal, in theory and practice at the same time; knowledge depends on values, culture, and change; a democratic pedagogy with a dialogic approach in schools must be developed. According to Giroux Henry (1999) educators need to understand how different identities are formed among youth in areas that schools tend to ignore. Democratic pedagogy and democratic social relations are important. Karen Dupre Jacobs and William Allan Kritsonis (2006) also emphasize the importance of discussing pedagogical strategies for implementing postmodern thinking in education, unique learning styles with a focus on implementing individualized educational plans in the school system; teaching others to make effective school decisions that are not based on rigid measures; reconstructing schools with decentralized management; teaching staff to work in teams; creating an educational environment without limits for everyone.

According to Askeland and Payne (2006), the differences between today's postmodern students and older teachers require a change in educational approach. Learning and social work need to be reimagined as a process in which teachers and students work together in the context of building a strong identity for their professional field in the face of cultural

and social change. Best and Kellner (1991) analyze social postmodern theory and argue that it lacks adequate methodological and political perspectives for both modernity. Nicholas C. Burbules (2010) explores the impact of postmodernism on educational philosophy and the perspectives and challenges faced by postmodern approaches to educational philosophy. According to the researcher, one of the most important elements of the postmodern is the growing awareness of the radical diversity and potential incompatibility of different cultural forms of life.

The problem of research of innovative pedagogical technologies of postmodern education, which develop creative professional thinking in students and teachers and the ability of teachers-mentors to take unconventional decisions in accordance with changes in society and educational practice, are devoted to the work with the greatest practical relevance to the domestic realities of professionalization (Dubasenyuk, 2009; Hurevych, 2018).

Information services are being created in the world innovative pedagogical community (the Center for the Study of Innovations in Education under the auspices of UNESCO, the Asian Center for Pedagogical Innovation for the Development of Education), the creation of programs for the introduction of pedagogical innovations, the holding of international conferences. The development of pedagogical innovations in Ukraine is associated with the mass pedagogical movement caused by the contradictions between the social needs of the development and functioning of educational institutions and the real existence of teaching and educational affairs. Specific features of innovative learning are its openness to the future, the ability to foresee based on a constant reassessment of values, a tendency for constructive actions in updated situations. The development of the system and content of education in the modern world takes place in the context of global educational trends (megatrends), among which the most noticeable are: the mass character of education and its continuity as a new quality; the importance of education for the individual and society; orientation towards active development by a person of the methods of cognitive activity; adaptation of the educational process to the requests and needs of the individual; orientation of training to the individual, providing opportunities for his self-disclosure. These trends indicate that the main function of education is human development (Dychkivska, 2004).

The main idea of the modernization of the higher education system is that the effectiveness of teaching in higher education can be improved through the design and implementation of the latest educational systems and technologies. The formation of a new education system focused on entering the global educational space requires significant changes in the innovative

direction in the professional and pedagogical training of future teachers. The principle of variability is being actively introduced into educational systems, which makes it possible for the teaching staff of educational institutions to choose and design the pedagogical process of various models, including the author's. Various types of pedagogical technologies, innovative approaches are widely spread. The educational process of professional pedagogical training of teachers is humanistically oriented and innovatively directed, and also gives a grounding for their professional development throughout their life (Dubasenyuk, 2009).

The value-motivational transformations of modern education under the influence of new reforms, social pressure of pandemics and unstable economic conditions caused a crisis at all stages of professionalization of specialists, they require multivariate strategies for transforming higher education, non-standard professional thinking of teachers, originality of approaches to the introduction of innovations into pedagogical practice with a combination of domestic traditions. Undoubtedly, such tasks as the applied aspects of postmodern education are feasible for postmodern teachers with the stimulation of youth to creativity with professional self-understanding and self-acceptance as an innovative strategy for solving complex educational and professional situations. The problem of innovation has acquired great importance in the context of distance learning thanks to online and media education programs.

In our opinion, innovations in postmodern domestic education are quite similar to postmodern trends in foreign pedagogy in the rest of the world. Thus, Milova (2009) summarizes the main innovative ideas in the teaching practice of the United States: the replacement of postmodern accents from "passive" teaching methods to "active and creative" ones, learning in partnership, project-based learning, problem learning and learning through discovery, dialogue and critical analysis as effective techniques. Martynets (2015) generalized features of educational innovations include: relevance; novelty (objective or subjective), originality; demand; dialectical connection with educational systems; an increase in subjective knowledge; ensuring health safety of educational subjects.

Ukrainian scientists assure that the quality of the educational process can significantly improve if innovative technologies and various modern models of distance learning are introduced (Hurevych et al., 2018). Innovative technologies used in the modern system of higher education are considered as the teacher's modeling of the content, forms and methods of the educational process in accordance with the set goal using novelty, as well as such teaching technologies: differentiated, problem-based, contextual

learning, game learning technologies, information technology, credit-modular technology, student-centered learning, etc. (Bondarchuk, 2020).

Postmodernism gives rise to new challenges in the new pedagogical reality, new visions of the criteria for the quality of education: an orientation towards subjectivity in assessing the quality of education, the results of testing applicants for education, finding contradictions in the objectivity of theoretical knowledge. In the existing pedagogical practice, educational programs are developed within the framework of specially selected content for studying, and the educational and cognitive interests, needs and motivation of the student are not taken into account when compiling them. An applicant for education can only be involved in the procedure for assessing learning outcomes, provided that his self-assessment and mutual assessments of members of the educational community are taken into account. The manifestation of subjectivity in teaching, the interest of students in this process and its result is one of the factors contributing to an increase in the effectiveness of teaching (Ivanova & Elkina, 2016).

3. Pedagogical recommendations regarding the new conditions and requirements of innovative teaching in the context of professional postmodern education

The introduction of postmodern thinking into the pedagogical practice of the countries of the world, including the USA, Ukraine and the European Union, makes an analysis of the essential characteristics of the pedagogical process: students' interest in the educational process itself; a shift in emphasis from the teacher as the central figure of teaching and educational activities to the student, that is, the transformation of the role of the teacher who observes, coordinates, directs and learns together with the students. Involvement of all participants in the pedagogical process to work on rethinking and defining its content; recognition of the priority of individual goals of the individual; the formation of skills of creative and critical thinking; development of students' abilities to independently search for information, analyze and construct knowledge; the formation of skills and abilities to search for information and its interpretation ("construction of knowledge"); democratic education, that is, "symmetrical relations" between the participants in the educational process; tolerance, that is, attracting national cultures along with the dominant one in teaching and educational activities; diversity in sources of information, methods and ways of teaching and forms of assessment; creativity as an important element of learning, emotionality and intuition as necessary components of a successful educational process; emphasis on various forms of assessment; variety of

sources of information and methods and forms of education (Milova, 2009). Foreign and domestic pedagogical theories fairly often describe didactic methods or educational forms by researchers noted as innovative technologies in education.

The assimilation of innovative technologies, forms, methods and means of teaching is one of the main elements of the professional development of a teacher-leader. The purpose of teaching in higher education is to make student learning useful and interesting. Leadership-based teaching is about engaging students in a way that encourages teachers to use a deep learning approach. A modern teacher-leader should be able to interest the student, using methods of active involvement in studies, work in a group. One of the most relevant methods that improve the professional and personal development of a modern teacher-leader is the method of facilitation and coaching - borrowed from foreign pedagogical practice. In accordance with the requirements of the Bologna Convention on the organization of student education in higher education, an innovative method - coaching - plays a significant role in self-learning of students, contributes to improving the quality of education, since in coaching each participant in the interaction is a unique creative person who is able to independently solve many problems, take initiative, make choices, take responsibility and make decisions (Baldzhy & Palamarchuk 2017).

In our opinion, the professional competence and rating of a domestic teacher is assessed, unfortunately, mainly by formal criteria: the number of publications and participation in scientific conferences and public work, which completely contradicts the tasks of postmodern education on the use of innovative techniques in the educational process to form students' creative approach to education. In the context of postmodern education, the introduction of innovations into educational activities requires teachers to have appropriate qualifications, experience in teamwork, build relationships with students to encourage and motivate them to learn, develop their educational and professional potential, demonstration the independence and creative attitude in organizing training. Such professional characteristics of a teacher's competence always positively correlate with the frequency and possibilities of applying innovations in educational activities with students and the quality of their professional education.

First of all, an innovative teacher must be a responsible person, feel a readiness to improve pedagogical activity, he himself must be a representative of specific innovations. The personal qualities of the teacher stand out prominently in the course of research, because pedagogical processes are always probabilistic in nature, they go beyond rigid

determinism with its requirements for unambiguity and predictability (Bakhtiyarova, 2017).

The basis of the innovative activity of a modern teacher is the formation of an innovative methodological complex of programs in a specific discipline. A number of innovative forms of organizing the educational process, as well as learning technologies are inextricably linked with the creation in higher education institutions of innovative tools for the creative activity of students and teachers, material and technical support. In this connection, various innovative pedagogical methods are successfully used, the basis of which is interactivity and maximum proximity to the real professional activity of the future specialist, among which: imitation technologies (game and discussion forms of organization); case-method technology (maximum closeness to reality); video training technique (maximum closeness to reality); computer modelling; interactive technologies; collective and group learning technologies; situational modeling technologies; technologies for processing discussion questions; design technology; information Technology; differentiated learning technologies; text-centered learning technology and others (Artemov, 2015).

The use of reflexive and innovative methods contributes to the formation of the teacher's innovative behavior. Their peculiarity lies in the fundamental innovative openness, creative understanding of each pedagogical task. Reflexive and innovative methods help to actualize, rethink previous experience, identify new relationships and problems of the educational institution of the future, set oneself up for an interested constructive attitude towards innovations. In the implementation of the teacher's innovative behavior, an important role belongs to the problem-reflexive polylogue. This method provides the actualization and development of the teacher's creative abilities to independently comprehend the problems of innovation and make innovative decisions. Its implementation covers the following stages: finding and clarifying pedagogical problems (each participant structures the problems without imitating the previous one); putting forward ideas aimed at solving specific problems; brainstorming ideas (Dychkivska, 2004). From the position of the postmodern approach, it is important not only to develop the creative capabilities of the teacher, but also the creative abilities of young people. Foreign researchers are confidently focusing on the education of the personality of the future specialist, that innovative educational methods, innovations, active learning, autonomy of a responsible student contribute to the development of creative innovative thinking of students (Sá & Serpa, 2018).

The postmodern idea in the educational process is the transfer of experience not through imposition as a strategy of external motivation, but through the formation of students' professional identity, partnerships with teachers when using the technology of joint participation of the younger and older generations in a joint project or testing new pedagogical technologies - these are postmodern attitude (Askeland & Payne, 2006). Postmodern theories in education are variable; flexible; descriptive (as the world is); universal; focused on the introduction of new technologies in practice, professional identity of young people, love of freedom, subjectivity; tolerance, moral and spiritual values and education of a new personality capable of self-improvement and growth; taking into account the objective concepts of knowledge and truth, the needs and expectations of young people receiving education and the expansion of social justice and human dignity (Bryant et al., 1997; Giroux, 1999; Hytten, 1994).

Thus, postmodern innovative activity in education, in particular in the educational process, does not have absolutely new technologies, it combines the best traditions of the classical or modern teaching model. Under the influence of social changes, the updated pedagogical technologies of distance learning, educational reform and pandemics have determined the process of creating a new one in the methodology and practice of postmodern education. At the same time, the significance and relevance of complex theoretical approaches has weakened, postmodernists are innovators in the creation of applied innovations, thanks to which the values and needs of educational clients are realized in personality-oriented, partner positions and the competitiveness of specialists is increased due to new opportunities in training and self-realization.

4. Conclusion

Based on the foreign and domestic experience of teachers, it can be argued that innovative teaching technologies are most often used in the modern postmodern model of teaching students, which integrated the best methods of traditional, distance and individualized learning models - the latter is the leading one, since it provides the formation of the creative level of professionalization of the future specialist through his educational and professional needs as a self-sufficient person. Postmodern education introduces innovations that contribute to the creative use of subjective knowledge by future specialists and the manifestation of creative subjective activity, create new opportunities for the professionalization of education participants.

Innovative educational and educational technologies have a humanistic orientation, they are also a positive phenomenon in postmodern pedagogy, a rating indicator for the introduction of innovations into pedagogical practice and the quality of education, create a favorable partnership atmosphere between education seekers and the teaching staff. These technologies stimulate creative searches and non-standard approaches in educational activities, form the scientific outlook of students, encourage them to teamwork, make changes in the value-motivational sphere and the system of business relations of the personality of the future specialist on the basis of cooperation.

Undoubtedly, the main value of postmodernism in education is innovation, the organization of which is subordinated to an important postmodern principle in teaching - the introduction of a creative process in the design, development and application of innovative technologies. The pedagogical recommendations on the new conditions and requirements of innovative teaching in the context of postmodern education are considered; it can be attributed to the methodological foundations of effective strategies for managing innovative educational activities in order to meet the educational needs of future specialists of higher educational institutions, improving the quality of their education through the development of creative potential, creating new individual technologies, forming professional motivation.

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