INNOVATIVE TECHNOLOGIES FOR DEVELOPING INNOVATIVE ACTIVITY BASED ON A VALUE-BASED APPROACH IN ACADEMIC CLASSES

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ABSTRACT

Objective: This study aims to develop students' innovative activity in architectural and fine arts education through a value-based pedagogical framework. Methods: The approach integrates interactive educational technologies, including Design Thinking, Problem-Based Learning, the Cluster Method, didactic games, and digital tools like Augmented Reality (AR) to combine national applied arts with modern technology. Results: Implementation of these methods enhances students' critical and spatial thinking, professional motivation, and capacity to apply traditional cultural values within innovative architectural projects.Conclusion: Utilizing value-based innovative technologies effectively bridges theoretical knowledge and practical execution, preparing creative specialists for modern labor market demands.

Introduction

The pedagogical system for developing students' innovative activity based on a value-based approach includes the following proposed elements: goals and objectives; stages of developing innovative activity based on values among Architecture students; content, forms, methods, tools; and result-evaluation components.[2,3]

The traditional approach to the educational process in developing students' innovative activity on the basis of value-based approaches is directed toward forming knowledge, skills, and competencies. While this often allows students to become highly knowledgeable specialists and select a profession aligned with their interests and inclinations, many of them are unable to effectively utilize these acquired skills, knowledge, and competencies in their practical innovative activities.

Statement of the Problem

The strategic goals representing priority directions for developing students' innovative activity through value-based approaches—primarily anchored in applied arts—are identified as follows:

Modernizing architectural education based on labor market demands to foster sustainable socio-economic development;

Enabling Fine Arts students to apply their knowledge, skills, and competencies—gained through studying technical objects and technological operational processes—within independent practical activities, career selection, entering social relations built upon national

and universal human values, and cultivating the innovative activity demanded by the labor market;

Creating the necessary conditions for developing technological literacy, critical, creative, and systems thinking, independent decision-making, demonstrating intellectual potential, and maturing into a well-rounded spiritual individual—all of which are directly linked to innovative technologies.

Innovative Educational Technology reflects the overall essence of achieving educational goals—namely, implementing a pre-designed learning process on a holistic, step-by-step system basis; developing a system of specific methods, techniques, and tools to reach target outcomes; utilizing them efficiently and productively; and demonstrating a high capacity for managing the educational process.

Teaching Method is defined as a joint mode of activity between the teacher and students aimed at solving the complex tasks of the educational process.

Unlike a detailed methodical design of activities that merely encourages students to function effectively, innovative educational technology is student-oriented. Considering both the students' individual work and their collaborative efforts with the instructor, it serves to create the necessary conditions for mastering educational materials through an innovative lens.

The central problem of innovative educational technology is to ensure the achievement of educational goals through the personal development of the learner.

When working on ideas to foster innovative activity in students, applying the **Design Thinking** method yields strong results. The Design Thinking method is a continuous process that accompanies an idea along its entire implementation path: from the initial concept and running it through tests/approbations to embodying it in a prototype and applying it to real life.[1]

The Design Thinking methodology teaches how to implement innovations to solve social problems, test the viability of ideas, and verify their relevance and demand among potential target audiences. Design Thinking relies on five core principles:

1.Empathy
2.Radical Collaboration
3.Ideation
4.Prototyping
5.Iteration

Design Thinking helps make the human world in our society better and more comfortable, or aids in solving user problems. To win users' hearts, one must step into their shoes, think from their perspective, apply technological capabilities while taking obtained results into account, and clearly keep user interests in mind.[4,5]

Projecting (Design Planning) is a method of modeling activity in advance—selecting paths and means within given conditions and set timeframes, dividing goal achievement into stages, formulating distinct tasks for each stage, and identifying the means and channels for delivering instructional information. Project-based technology realizes a comprehensive teaching method that presupposes the practical application, analysis, and evaluation of knowledge and skills.

The application of the **Cluster Method** in education functions as a mind-mapping technique and pedagogical strategy. It helps future architects conduct an in-depth study of a topic, teaching students to freely, openly, and sequentially branch out concepts or precise thoughts relevant to the subject matter.

This method accelerates and broadens students' cognitive thinking prior to conducting an in-depth study of an applied arts piece. It serves to reinforce, master, and synthesize topics covered in class while encouraging students to express their ideas creatively through diagrams and visual networks. Consequently, it helps identify students' levels of knowledge, understanding, and visual imagination.[7,8]

The **Problem-Based Situation Method** leads students to formulate contrasting opinions and helps develop skills in finding solutions to problem scenarios. It prompts them to explore problems comprehensively, view them from different perspectives, compare, contrast, analyze, synthesize, and draw conclusions.

The **"Did You Know?" Method** involves the educator preparing a small poster featuring several similar works of applied art. If assignments are distributed to individual groups, the task sheet is passed around in a circle. Students must discuss within their group and identify the correct answers to the provided descriptions—for example, matching given definitions to their respective types of applied art after reading them thoroughly.[11]

The "Theory and Practice" Didactic Game Method.

• *Game Objective:* To clearly and fully elicit students' interests and thoughts, planning the formation of deep, stable intellectual engagement on this foundation.

• *Expected Outcome:* To develop the logical consistency of students' internal academic motivation and build their capacity to formulate precise questions and deliver equally structured answers.

Process: Students are divided into two groups:

1.Group 1 – Theorists: Scientists who develop the theoretical foundations of the subject.

2.Group 2 – Practitioners: Scientists who develop the practical application of the subject.

The instructor first introduces both groups to information on drafting a plan for selecting applied arts works for integration into the learning process. The first group drafts the theoretical foundation of the selection plan, while the practitioners prepare to apply this theoretical knowledge to practice.

Each group conducts a Q&A session based on their chosen plan. Theorists ask practitioners about practical implementation, while practitioners question theorists regarding the theoretical underlying structure. The instructor acts as part of the judging panel during this process. The best question and answer from the students are evaluated according to criteria such as clarity, correctness, personal insight, and level of substantiation.[9,10]

The "Pin-Board" Method (from English *"pin"* – to fasten; *"board"* – panel). The main essence of this method in developing innovative activity lies in combining discussion or educational dialogue with several practical techniques. Its advantageous functions include developmental and educational roles: students build a culture of communication and debate, hone their ability to express thoughts not only orally but also in writing, and develop logical,

systematic thinking skills. It aids in reviewing and consolidating acquired knowledge. Students jointly discuss and evaluate given tasks, write the most optimal ideas on paper cards, and pin them to the board for discussion. Other group members come up to mark errors, point out redundant ideas, or add necessary supplements.[12,13]

Conclusion

The analysis of the methods mentioned above demonstrates that they foster the development of future architects' innovative activity and increase their professional motivation. Applying these methods based on the possibilities of the architectural educational process enables active engagement in both experimental and control groups, allowing for the determination of evaluation criteria for innovative activity development.

In higher education institutions, numerous effective forms and methods exist for developing students' innovative activity based on a value-based approach. Each method aims to reinforce theoretical knowledge, build practical skills, and create opportunities to successfully bring innovative ideas to market. Therefore, educational institutions must carry out comprehensive, structured work in this direction.

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