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MANAGEMENT OF INNOVATIVE ACTIVITY IN EDUCATIONAL INSTITUTIONS OF UKRAINE

УПРАВЛІННЯ ІННОВАЦІЙНОЮ ДІЯЛЬНІСТЮ В ЗАКЛАДАХ ОСВІТИ УКРАЇНИ

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The article examines the management of innovation in educational institutions. Different approaches to the classification of innovations are considered. The tasks of ensuring the advanced development of education, the main feature of which is innovation, are substantiated. In the context of the priority goals of education, the main means of improving the efficiency of the education system have been identified. The essence and significance of the main professionally significant characteristics of a teacher-innovator are substantiated. The content of step-by-step management of innovation processes at the national level, the introduction of educational innovations in professional and pedagogical activities are considered. Scientists have determined that innovation and educational management is a new branch of science of human and material resources management in educational institutions, which is accompanied by investments and innovations, due to which the main indicators of their activity are qualitatively improved. Educational innovations in management include those that create conditions for the head to make an independent operational and effective management decision. Research has shown that innovation and educational management is carried out according to certain principles, which appear as norms and guidelines for activity and ensure its success and efficiency. Among the main principles of innovation in education are: humanism, democracy, optimality, national orientation, unity of universal and national nature of learning, co-creation, life-creation, differentiation and individualization, optimization and openness.

Key words: educational environment, innovative activity, investments and innovations, teacher-innovator, innovation-educational management.

У статті досліджено питання управління інноваційною діяльністю в закладах освіти. Розглянуті різні підходи щодо класифікації інновацій. Обґрунтовані завдання забезпечення випереджального розвитку освіти, головною ознакою якої має стає інноваційність. У контексті пріоритетних цілей освіти визначено головні засоби підвищення ефективності діяльності системи освіти. Обґрунтовано сутність та значення основних професійно значущих характеристик педагога-інноватора. Розглянуто зміст поетапного управління інноваційними процесами на загальнодержавному рівні, впровадження освітніх інновацій у професійно-педагогічну діяльність. Науковцями визначено, що інноваційно-освітній менеджмент – це нова галузь науки про управління людськими і матеріальними ресурсами в закладах і установах освіти, яка супроводжується на засадах інвестицій та інновацій, завдяки чому, якісно покращуються основні показники їх діяльності. Освіта як одна з найважливіших складових суспільства, з одного боку, залежить від процесів, що відбуваються в ньому, повинна швидко реагувати і відповідати стану науково-технічного прогресу, тенденціям розвитку економічної сфери країни, а з іншого, впливає на всі процеси життя, оскільки готує фахівців, розвиває особистість, формує певні життєві погляди. Зміст освіти відображає стан суспільства, його перехід від одного стану до іншого. Нині, це перехід від суспільства постіндустріального до інформаційного, до суспільства знань. До освітніх інновацій в управлінні належать ті, що створюють умови для прийняття керівником самостійного оперативного й ефективного управлінського рішення. Дослідження показали, що інноваційно-освітній менеджмент здійснюється за певними принципами, що постають як норми та орієнтири діяльності та забезпечують її успішність й ефективність. Серед основних принципів реалізації інновацій в освіті виділяють: гуманізм, демократизм, оптимальність, національну спрямованість, єдність загальнолюдського і національного характеру навчання, співтворчість, життєтворчість, диференціацію та індивідуалізацію, оптимізацію і відкритість.

Ключові слова: освітнє середовище, інноваційна діяльність, інвестиції та інновації, педагог-інноватор, інноваційно-освітній менеджмент.

В статье исследованы вопросы управления инновационной деятельностью в учебных заведениях. Рассмотрены различные подходы к классификации инноваций. Обоснованы задачи обеспечения опережающего развития образования, главным признаком которого должна стать инновационность. В контексте приоритетных целей образования определены основные средства повышения эффективности деятельности системы образования. Обоснованы сущность и значение основных профессионально значимых характеристик педагога-инноватора. Рассмотрено содержание поэтапного управления инновационными процессами на общегосударственном уровне, внедрение образовательных инноваций в профессионально-педагогическую деятельность. Учеными определено, что инновационно-образовательный менеджмент – это новая область науки об управлении человеческими и материальными ресурсами в учреждениях и учреждениях образования, которая сопровождается на основе инвестиций и инноваций, благодаря чему качественно улучшаются основные показатели их деятельности. К образовательным инновациям в управлении относятся создающие условия для принятия руководителем самостоятельного оперативного и эффективного управленческого решения. Образование как одна из важнейших составляющих общества, с одной стороны, зависит от происходящих в нем процессов, должно быстро реагировать и соответствовать состоянию научно-технического прогресса, тенденциям развития экономической сферы страны, а с другой, влияет на все процессы жизни, поскольку готовит специалистов, развивающих личность, формирующих определенные жизненные взгляды. Содержание образования отражает состояние общества, его переход от одного сословия к другому. Сейчас это переход от общества постиндустриального к информационному, к обществу знаний. Исследования показали, что инновационно-образовательный менеджмент осуществляется по определенным принципам, которые возникают как нормы и ориентиры деятельности и обеспечивают ее успешность и эффективность. Среди основных принципов реализации инноваций в образовании выделяют гуманизм, демократизм, оптимальность, национальную направленность, единство общечеловеческого и национального характера обучения, сотворчество, жизнотворчество, дифференциацию и индивидуализацию, оптимизацию и открытость.

Ключевые слова: образовательная среда, инновационная деятельность, инвестиции и инновации, педагог-инноватор, инновационно-образовательный менеджмент.

Formulation of the problem. The problem of today is the training of competitive specialists, high professional level and mobility, creation of conditions for maximum disclosure of talents and creative potential of young workers. The solution of this problem encourages the development and renewal of all spheres of social and spiritual life of society, requires a qualitatively new level of education that would meet international standards.

Education as one of the most important components of society, on the one hand, depends on the processes taking place in it, must respond quickly and meet the state of scientific and technological progress, trends in the economic sphere of the country, and on the other hand, affects all life processes. specialists, develops personality, forms certain life views.

The content of education reflects the state of society, its transition from one state to another. Today, it is a transition from a post-industrial society to an information society, to a knowledge society.

One of the tasks of the state's educational policy is to form a qualitatively new education system. A natural and necessary condition for the successful implementation of this task is to ensure the advanced development of education, the main feature of which is innovation.

Innovation in education is a fundamentally important response to the challenges of today, provides flexibility of the education system, its openness to the new (both in technological and ideological aspects), competitiveness.

To ensure this level of education, modern management must be innovative, so now in the

field of view of modern heads of educational institutions, education authorities, scientists and teachers is the issue of innovation management in educational institutions [12, p. 110].

Analysis of research and publications. Peculiarities of management of innovative educational activity, preparation of teachers for innovative search were investigated in scientific works of domestic (V. Andrushchenko, V. Bekh, L. Vashchenko, V. Danylenko, I. Dychkivska, N. Klokar, V. Maslov, V. Oliynyk, V. Palamarchuk, V. Pikelna, V. Pinchuk, N. Pohribna, O. Savchenko, etc.) and foreign scientists of the last decade (I. Zagvyazynsky, M. Klarin, V. Lazarev, E. Pavlyutenkov, M. Potashnyk, O. Homerics, T. Shamova and others). Their research systematizes the experience gained in managing pedagogical innovations in educational institutions.

Setting objectives. The purpose of the article is to study and analyze innovation processes, the main classifications of innovation management, issues of innovation management in educational institutions, the characteristics of the teacher-innovator in the system of modern pedagogical research.

Presentation of the material. Until the twentieth century, education focused on the system of accumulation of knowledge, skills and abilities, which created opportunities for both practical activities and training. The challenges facing people at the turn of the XXI century, the technological opportunities they have gained, have forced education to refocus on the formation of students' needs, skills and abilities of independent learning, perception of other cultures and religions,

cooperation, critical thinking, willingness to make decisions and be responsible for its results.

The current stage of development of education in Ukraine is characterized by the search for non-traditional approaches to solving educational problems. The XXI century is an "era of change", which presupposes the objective need to reform the education system, modernize the content and structure of innovation in educational institutions.

The problem of innovation management is general science, as it is the subject of research in many sciences: management, economics, sociology, psychology.

In the Law of Ukraine "On Innovation" [5] innovation means newly created (applied) and / or improved competitive technologies, products or services, as well as organic and technical solutions of industrial, administrative, commercial or other nature, which significantly improve the structure and quality production and / or social sphere.

In modern domestic and foreign research, there are different approaches to the classification of innovations.

Savchenko O. believes that innovation is a process of creating, disseminating and using tools (innovations) to solve those pedagogical problems that have so far been solved differently [18].

According to Santo B., innovation is a socio-technical and economic process that through the practical use of ideas and inventions leads to the creation of the best quality products, technologies and gives a profit (if the innovation is focused on economic profit), its appearance on the market can bring additional income [9, p. 11].

Popova O. understands innovation as a purposeful and controlled process of making changes in educational practice by creating, disseminating and mastering innovations [18].

Palamarchuk V. believes that innovation is the result (product) of a creative search for a person or a team, which discovers a fundamentally new thing in science and practice, as a result of the birth, formation and implementation of new ideas. If the teacher discovers a fundamentally new, he is an innovator, if he transforms a scientific idea into practice – an innovator [18].

In his own study, L.I. Danylenko notes that "innovation in education is not only the end product of the application of novelty in educational and management processes in order to change (qualitatively improve) the subject and objects of management and obtain economic, social, scientific and technical, environmental and other effect, but also the procedure of their constant updating" [3, p. 30–31].

L.I. Danylenko gives the following classification:

1) psychological and pedagogical innovations: innovations in educational, upbringing and management processes;

2) research and production: computerization; telecommunications; material and technical equipment;

3) socio-economic: modern technologies of personality development; innovations in the legal support of the education system; innovations in the economics of education [14].

Innovation policy in education is considered as a qualitatively new direction of pedagogical theory and practice related to the generation and implementation of pedagogical innovations in the form of alternative concepts, technologies and models of educational systems. The scale of its implementation is evidenced by the active development of innovative educational institutions, the introduction of innovative educational technologies in traditional schools. In recent years, such terms as "innovation process", "innovation activity", "innovation technology", "innovation competence", "innovation potential", etc. have become widespread in pedagogical theory.

UNESCO's policy and activities are aimed at implementing the basic functions of education as in practical terms, ie in solving specific educational problems (combating discrimination, eliminating illiteracy, developing education systems for developing countries, training teachers, modernizing education to meet the challenges of the XXI century) [4, p. 52].

These tasks become especially relevant in the context of globalization of the world economy and information technology. It is necessary to solve many problems in the field of education, related to its accessibility, improving the structure of continuing education, the introduction of various learning systems using modern information technology.

On this basis, the International Bureau of Education has formulated priority goals for education for the XXI century, namely:

- development of scientific thinking;
- formation of the ability to critically interpret information;
- achieving readiness and developing the ability to solve problems.

In the context of the priority goals of education, the main means of improving the efficiency of the education system are identified:

- ensuring the advanced development of the entire education system, its focus on the problems of future post-industrial civilization;
- formation of a system of continuing education;
- activation of humane and creative in education, creation of preconditions for comprehensive development and self-development of personality, individualization and differentiation of education, transition to personality-oriented pedagogical technologies;
- formation in the process of learning the values of peaceful coexistence of states and international cooperation;
- formation of communication skills, ability to cooperate in a team, responsibility for individual and collective decisions;

– introduction of humanistic-oriented methods of innovative and developmental learning based on the use of advanced information technologies;

– providing more accessible education for the population of the planet by using the opportunities of distance education and self-education with the use of information and telecommunication technologies [10, p. 6].

Today, the innovative nature of education is becoming an important tool for its competition with other social institutions. The development of new forms, methods, means of teaching and education occupies a leading place in the development of modern educational institutions. One of the main directions of development of the educational process in the educational institution is the reorientation to the interdisciplinarity and polyprofessionalism of the environment in which the graduate falls. The former education system in its content, organizational and pedagogical forms is not effective enough, so the innovative nature of the educational environment requires the development and development of organizational and pedagogical conditions for its successful operation, which involves rethinking the basic conditions of educational process, its goals, objectives [7, p. 59].

The bearer of specific educational innovations in the educational process, their direct creator, distributor, modifier is a pedagogical worker. The main professionally significant characteristics of a teacher-innovator, researchers identify the following:

– adaptation of the specialist to socio-cultural changes, his readiness to perform new roles and functional responsibilities, professional cooperation and exchange;

– ability to professional risk, propensity to experiment, flexibility of professional thinking;

– anthropocentrism or pedocentrism (from the Greek *pais* – child, Latin *centrum* – centrism, environment), in which education is aimed at revealing the talents of each subject of the educational process, taking into account his subjective experience, abilities, opportunities, interests, needs, inquiries, instructions;

– a new understanding of the values of education;

– awareness in the professional and pedagogical sphere;

– sociability, professional mobility, intellectual depth and diversity of interests;

– ability to initiate, test and implement new, important for society, make non-standard decisions, generate creative ideas and ideas;

– readiness to modify the purpose, content, methods, forms of teaching and education;

– Possession of personal professional uniqueness and uniqueness, original style of professional and pedagogical activity, innovative professional position, etc.

Thus, the teacher-innovator is aimed at scientifically-based organization of the educational

process with a prognostic direction, has a developed professional self-awareness, has the art of reflection; not only adds novelty to the already known technological aspects of the professional community, but also creates a conceptually new intellectual product that has social significance and can significantly affect the development of education and the educational sector in particular [16, p. 254].

Innovative educational policy in Ukraine is formed at the national level. Its implementation is ensured by the regulatory framework and innovation processes related to the creation of new theory and practice of education, support for research in the field of pedagogical innovation as a science of creating and managing pedagogical innovations (innovations), their implementation and development by the pedagogical community [5, p. 1].

Management of innovations in all spheres of public life, including education, is placed by the state in the rank of socially significant. In particular, the Law of Ukraine "On Innovation Activity" defines the main goal of the state innovation policy as the creation of socio-economic, organizational and legal conditions for the effective reproduction, development and use of the country's scientific and technical potential. The need to modernize education management on an innovative basis is discussed in the National Doctrine of Education Development (2002). Among the relevant areas of state policy in the field of education identified in it, the introduction of educational institutions occupies a prominent place:

– organizational and managerial (creation of a qualitatively new management system or technology, a single information field for participants of the SPE, development of an efficiency evaluation system, development of a control and feedback system, development of market mechanisms of interaction of entities, quality communication in the system "education – science – production");

– socio-economic (creation of a positive image of the educational institution, significant renewal of material resources, accumulation of a database on pedagogical innovations, creation of an attractive investment climate and a healthy competitive environment);

– socio-cultural (increasing the income of participants in the innovation process, building an "open" socio-pedagogical system, the priority of humane relations in the team, consolidating democratic principles in all areas, integration into the international educational space, improving the level of business activity of team members).

Achieving such goals is ensured by:

– solving the relevant tasks of educational innovation management;

– change of scientific approaches and principles in management;

– application of new laws and patterns.

The current stage of development of the education system in Ukraine is aimed at managing

the holistic pedagogical process on a scientific basis, understanding its complexity, knowledge of mechanisms and patterns of pedagogical interaction that contribute to the development of personality, which is the main educational task. The activities of each head, teacher of an educational institution must be accompanied by innovative processes that allow them to develop professionally, to realize their creative potential.

The general innovation process in the management system covers a set of individual innovations, each of which can be perceived as a separate innovation process. To manage innovations it is necessary to have a bank of innovations (pedagogical ideas). This is a card index in which every innovation of the educational institution where specific information is entered is recorded on the cards. The Bank of Pedagogical Innovations allows the heads of educational institutions to competently regulate and correct innovations. According to P. Mykytyuk, "innovation process" is a set of stages, stages, actions related to the initiation, development of methods and technologies that have new properties that more effectively meet existing needs, and those that appear and can to appear. Namely, innovative activity that combines science and technology is its component [13].

Innovation and educational management is a new branch of science of human and material resources management in educational institutions, which is accompanied by the principles of investment and innovation, due to which the main indicators of their activity are qualitatively improved [2, p. 26].

The system process of designing and implementing educational innovations in the professional and pedagogical activity of a pedagogical worker goes through a number of stages, in particular:

The first stage is exploratory or propaedeutic (acquaintance with special literature, innovative pedagogical experience, passing of advanced training courses on the problem, etc.);

Stage II – diagnostic (monitoring of the educational process, determining the level of methodological and technological competence of the teacher, his readiness to innovate, outlining changes in content, goals, objectives, methods and tools that he plans to achieve, etc.);

Stage III – prognostic and modeling (self-determination, ie the choice of educational innovation to solve the problem, designing the educational process for the implementation of innovation, thinking about professional and pedagogical activities, its principles, model development, etc.);

Stage IV – design (development of scientific and methodological support, including curricula, programs, methodological developments, didactic materials, diagnostic tools, etc.);

Stage V – activity (launching an experiment on innovation; testing of certain educational

innovations, including technologies, programs, etc., updating the content, changing the activities of all actors in the educational process; answering the question "Will this educational innovation give a qualitatively new result?" And etc.);

Stage VI – generalizing (analysis of the results, data processing, generalization and dissemination of promising pedagogical experience, outlining the prospects for further work, etc.) [16, p. 260–261].

The main function of the innovative development of an educational institution is innovation and transformation. It involves the implementation of systemic innovative transformations in the pedagogical system of the institution, the achievement of a new, innovative quality of its activities. Other functions of the specified development are connected with it:

- informational and educational (dissemination of information about educational and pedagogical innovations, innovative educational activities in a secondary school; development of innovative culture of the teaching staff, etc.);

- educational and self-educational (assimilation by teachers and stakeholders of knowledge about the theory and practice of innovative development of a secondary school.

Innovation and educational management is carried out according to certain principles, which appear as norms and guidelines of activity and ensure its success and efficiency. Among the main principles of innovation in education are: humanism, democracy, optimality, national orientation, unity of universal and national nature of learning, co-creation, life-creation, differentiation and individualization, optimization and openness.

A significant place among the modern principles of management of educational organizations is the principle of innovation, which provides managers with a focus on the need to constantly update the educational process due to the application of educational innovations and provided by organizational, managerial, financial, economic and psychological and pedagogical changes [6].

Innovative type of education is essentially a system-forming system that integrates the educational process and scientific potential. It involves not only the use of new scientific knowledge in the educational process, but, most importantly, includes the creative search in the educational innovation process. When building an innovative and pedagogical environment of an educational institution, it is necessary to take into account the principles of implementing innovations in education [6], in particular:

- the principle of sustainable development, which means creating conditions for the implementation of processes of innovative change, in which the use of all resources, investment, orientation of scientific and technological development, personal development and institutional change are consistent with each other and strengthen current and future potential of the education system;

– the principle of advanced development, which indicates the need to achieve an advanced level of development of the innovation environment in terms of the possibility of creating innovations;

– the principle of continuity of innovative development, which means the creation of an innovative environment of conditions under which any flow of innovative ideas can get in the education system the possibility of continuous transformation into innovative products;

– the principle of a systems approach as a comprehensive principle, which means considering the innovation environment as an integrity of the elements that provide conditions for innovation, in the set of relations and connections between them, ie consideration of the innovation environment as a system;

– the principle of integration of subsystems of the innovation environment, which means the mutual penetration of the subsystems of the innovation environment, which ensures the achievement of a synergistic effect in the implementation of innovation activities;

– the principle of providing conditions for mass implementation of innovations, which means that the innovation environment should not only provide the opportunity to create an innovative product at all stages of development, but also further mass use;

– the principle of openness of the innovation environment, which recognizes the advantages of open innovation systems over closed ones, which will rationally complement the internal innovation developments with the necessary external ones, on the one hand, and effectively place unused internal developments in the external environment.

Innovation is not an end in itself in pedagogical practice. Its purpose is to optimize the educational process, to provide it with appropriate conditions and trends in social life. It is in this area that the problem of effective management of innovative pedagogical processes arises [8, p. 10].

To implement the tasks of innovative education and training, the teacher must interest each student in the work of the group with a clear motivation, encourage students to express themselves freely and correctly without fear of wrong answer, to show high professionalism in work. The innovative activity of the teacher can be interpreted as a creative process and creative result, as a personal category, where the basis is reflection – the individual's understanding of their own search and creative activities, creative and transformational activities and co-creation [19, p. 333].

For the effective implementation of educational innovations by the head of the educational process of the institution determine such conditions as:

– socio-pedagogical (provided by implementing the principles of democratization and humanization of the educational process and its management; development of creative potential of teachers, students, members of the administration by involving them in experimental research activities);

– organizational and pedagogical (possible in the case of appropriate funding of innovation activities of the institution; creating a system of special incentives for educational innovations; establishing scientific, legal and economic ties with research institutions, organizations, universities; promotion and dissemination of innovation products; establishing mutually beneficial relations links with innovation centers, foundations that promote the introduction of new educational technologies);

– psychological and pedagogical (guaranteed by systematic informing of university staff on scientific and pedagogical issues; the institution's entry into the innovation infrastructure; ensuring continuous systematic communication of employees with domestic and foreign scientists – psychologists, teachers, sociologists; scientific and theoretical acquaintance with the basics of experimental research activities, institutional support of the learning process and raising the professional level of the subjects of the innovation process, the willingness of employees of educational institutions to work in an innovative mode, the formation of their "innovation culture") [8, p. 11].

Conclusions. The essence of innovation and educational management is to provide conditions for systemic changes in the activities of the educational institution, aimed at its development and improvement. Thus, the adaptation of education management to the requirements of the market society that is emerging in Ukraine, is through the introduction of a system of innovation at various levels, the spread of innovation and educational management in the field of education management. With the help of innovative activities, the educational institution is able to compete in the market of educational services. The implementation of innovative ideas in practice depends not only on resources, but primarily on the innovative capabilities of teachers. Thus, the development of an educational institution is determined by the combined ability and willingness of teachers to create and implement innovations to improve the quality of educational services. The formation of an innovative culture of teachers is facilitated by effective innovation management in the educational institution, which creates a situation of general promotion of innovation, prevents and successfully overcomes conservatism and resistance to innovative change.

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