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DEVELOPMENT OF EDUCATIONAL INNOVATIONS IN THE SYSTEM OF HIGHER EDUCATION STUDENTS

The problem of managing the development of educational innovations in higher education is addressed. The innovation management in the preparation of university students are presented in a complex process, with emphasis on its stages, features, described model of innovation management in high school. Innovative forms of educational activities, including the mechanisms of interaction with social customers, educational franchising are presented in the article.

Key words: innovation, management of the development of educational innovations, social customers, educational franchise, prolonged occupational demand.

Problem statement. The problem of managing the development of educational innovations in home education is quite relevant from the point of view of both science (which is associated with the scientific part of the educational process), and practical pedagogical implementation. It is also of particular relevance due to absence of a defined and universally accepted concept of innovation management in this area in modern education in Ukraine.

Analysis of recent research and publications. The problems of development of the innovative strategy for reforming the education system in Ukraine are treated in the works of V. P. Andruschenko, V. G. Kremen, A. I. Oleinik, S. M. Nikolaenko, O. I. Navrotsky and L. A. Onischuk. Determination of the structure, functioning patterns and educational innovative processes development have been dealt with O. V. Kyrychuk, M. M. Potashnyk and N. R. Yusufbekova; the essence of the educational innovations is highlighted in the writings by I. P. Pidlasy, Ya. Savchenko and M. D. Yarmachenko; generalization of domestic and international experience of the innovation trend in higher education are presented by L. P. Vovk, O. V. Gluzman, M. V. Klarin, O. V. Popov and other scientists.

Determining the previously unresolved aspects of the general problem. Despite a sufficient number of publications treating the numerous issues of innovation effects on the higher education modernization processes, there are virtually no conceptual frameworks of innovation management in the sphere of education.

Goal of this article. The main goal of this article is to present the innovation activity management in the preparation of higher educational institution students as a complex process and single out its stages and features.

Statement of main material. The main focus of government policy in the field of higher education is drawn towards the resolution of the problems associated with changes in the content and structure of education, its management and forming new professionalism of modern worker [1]. The modern

high school is the result of noticeable changes occurring in recent years. The innovations in students' attainment have become a permanent part of the educational process realizing the meaning of the contemporary practice-oriented science.

It is important in the context of this paper to distinguish the understanding of innovation processes in education expressed in the writing of Yu. S. Tyunnikov: "the innovation process is considered as the development of the three main phases: generation of ideas (in a particular case – a scientific discovery), elaboration of an ideas in terms of its application and implementation of innovations in practice "[2, p. 10].

Innovation management in the course of HEI students preparation is a complex process that reflects the principles of educational innovation systematic studies (hierarchy, integrative nature, results formalization, purposefulness, unity and coherence, functionality and dynamism) for whose realisation the innovative pedagogical thinking of all subjects of the educational process is formed.

Thereby, several aspects acquire special importance:

- Formation of notions about innovative thinking as the general one for high school teachers of any subject;
- Development of notions and concepts about the nature and specificity of the innovation process passing, about the main problems of modern HEI innovatics, about the interrelationship between various elements of the innovative educational system; and
- Formation of skills and habits to solve special problems that arise in the HEI innovation activity.

The innovative pedagogical thinking is formed by stages:

1. Familiarizing teachers with educational innovations, laws and regularities of their making, theories and categories of innovatics.
2. Adopting the generalized information and creating an environment, in which the need for different types of knowledge on innovation issues arises.
3. Realisation of new knowledge, habits and skills in the practice of the HEI teachers activity.
4. Testing by the teacher his/her ability to make use of educational innovations and formed skills and habits through approaching a quality new level of understanding the educational process reality [3].

Management of innovations development in the higher education system aims at quality improvement of students' training, namely:

- 1) compliance of the teaching material content with the state educational standards materials and established requirements through the fullness of well-tested didactic units of each subject in curriculums and implementation of the full range of subjects in syllabuses;
- 2) compliance of innovation activity staffing at HEI with the following indicators: degree of knowledge of the teachers implementing innovative educational programs – at least 70%; mobility (conformity of scientific methodological and psychological pedagogical competence of the teachers with the prospects of the innovation process);
- 3) scientific potential of the HEI teachers engaged in innovation activities;

4) objectivity of the training quality assessment of entrants, students and postgraduates, realised through the uninterested experts' assessment system, mutual control, unified requirements and admissibility of professional knowledge, habits and skills that students form at HEI;

5) innovation process information support as measured through the provision of the basic and supplementary literature, periodicals and special editions, the possibility of surfing the Internet, etc.

In the current conditions special attention is paid to the need of trained professionals in the job market, so, improvement of the students attainment quality in a modern HEI today is impossible without the development of innovative forms of interaction between HEI and enterprises applicants. The requirements to increase the contribution of enterprises to the organization of the innovation process at HEIs and development of new forms of their support show the profound changes in the mechanisms and methods of the innovation resource support at the higher school. The principal innovative forms of interaction between HEIs and business enterprises particularly effective is the development of intra-firm and distance education, as well as provision of education services based on innovative educational technologies – multimedia and Internet education.

As part of the intra-firm training the educational customers become the participants of the HEIs' innovative activity and are involved in the formation of a new form of educational services provision [4].

The conditions of intensifying the innovative intra-firm training include the following:

- opportunities to advance in the educational services market of training, retraining and advanced training of specialists with higher education combined with the development of spiritual values and transformation of student's personality;

- availability of demand for related services of higher professional education and the products of teachers' intellectual work;

- possibility of supplying the products of the HEIs' innovation activities (intellectual property of professionals and HEI teams in its pure form) to the market of science intensive products in the form of inventions, patents and research and training programs;

- marketing of research and training schools, personalities of scientists, educators and teachers closely connected with the diffusion of the innovative educational technologies.

Sound principles of managing the innovation development contributes to fundamental education in general, which acts as a basis of an emerging expert professional flexibility, his/her long transformation pending all the future professional life in accordance with the changing demands of the labour market and the need for professional staff [5]. The end result of improving the innovation management at HEI serves as a model of this process whose main components are as follows:

1. The goals of development and implementation of the innovation activities at HEI (improving the efficiency of educational, organizational, economic, scientific and research activities of HEI, adjusting the results of the HEI

educational activities in accordance with the learning needs, improving the quality of the education services and increasing their accessibility).

2. The functions of the innovation process development (increasing the level of scientific nature of educational activities of HEI, expanding the range and improving the quality of educational services and activation of new educational technologies application).

3. The contents of innovative educational activities (research into necessity in defining the educational innovation, its design and testing, results analysis, further use and dissemination of the educational innovations implementation outcomes at the inter-HEI and international levels).

4. The forms of innovation activities at HEI (developing author's courses based on interdisciplinary integration, activation of students' self-education and scientific work; revitalising the educational process informatisation at HEIs; emergence of new forms of higher education services provision; introduction of innovative educational technologies; development of innovative collaboration with enterprises, including the same in the sphere of advanced training, with application of intra-firm, distant and interactive online education; establishment of an innovative technology park; development of innovative investment in higher education institutions, etc.).

5. The methods of formation and implementing of innovation activity in higher education institutions (innovative design and investment; implementation of educational innovations at HEI and management of innovation processes; implementation of author's innovative pedagogical programs and individual programs for professional training; simulation of professional situations). Besides, the methods of innovations implementation may also include the innovative diagnostics, control and self-control, planning and adjustment of innovation activities of HEI.

6. A complex of means directly involved in the formulation and implementation of innovations are classroom activities and self-education, studying scientific papers on fundamental research, videos, organisation of round tables, meetings, discussions of professional activities prospects and online conferences.

7. The criteria of innovation activities in high school (successfully implemented technological, organizational and socio-economic innovations).

8. Subject characteristics of the environment where the higher education innovative process in Ukraine is being developed and implemented (innovative environment, innovative educational institutes and innovative educational processes).

A model of the innovation activity can be presented as consistent implementation of a series of its components, which involves the HEI administration, teachers innovators, students and educational customers, i.e. the innovation process development is sequential movement of its subjects from the purposes and functions to the content of innovations and forms and methods of their implementation. And besides the specific means of formation and introduction of innovations should meet certain performance criteria, which, in their turn, are determined by the characteristics of the external and internal environment of innovation activities in high school. At the outlet of the in-

novation process model there are its substantive results that are “embedded” in it by means of information exchange between the subjects of the HEI’s innovation [6].

The mechanisms for innovations implementation in the educational activity of HEI reflect a chain of interrelated activities of its subjects at different levels (HEIs, their departments, lecturers, “teacher – student” connections and, finally, the students themselves) aimed at updating and upgrading the preparation process. An important mechanism of innovation activities at HEI serves the formation of its teaching provision. The basis of the latter is the maximum activation of students’ independent work, which contributes to the activation of their innovative thinking and improves the quality of the HEI attaining.

It is expedient to include the following in the main forms of students’ independent work:

- working with educational literature, primary sources, additional literature, normative documents, materials from electronic resources and Internet and working with reference books;
- making up plans and abstract answers, annotations, editing, synopsis-analysis (including translation of special texts from a foreign language);
- preparing reports for seminars, abstracts and presentations for conferences;
- implementing alternating tasks and doing exercises, drafting and scheming;
- preparing for business games aimed at settling production situations, planning and modelling professional activities;
- training on simulating equipment and working out the algorithm of languages and programs;
- performing teaching and research work (experimental design, experimental research and scientific research);
- computer training courses, television lecture courses, study programs, simulators, web quests, tasks in the test form for self-study and questions for self-testing [7].

For the purpose of developing an innovative methodology of the educational process at HEI required are the changes in the internal educational environment of HEI, among them – the virtualization of HEI educational activities specific aspects including the creation of the electronic replicates of functional units (sub departments, affiliates, representation offices, etc.) in the Internet.

The main elements of the HEI educational activity virtualization are: virtual representation of HEI (access to the complete set of support services and information resources supporting the educational process); virtual sub departments (replicates of the actually existing functional departments of HEI created within the framework of the interdepartmental innovation interaction); virtual separation of the HEI sector of the scientific research and research design works – a generator of innovative ideas.

Another equally important area of the HEI innovation process activation is the creation of a teaching and methodological association for innovation

issues in HEI. Its functions include the following: using modern information instruments for the purpose of timely introduction of innovations generated in the Ukrainian scientific pedagogical environment; organising intra- and inter-HEI system of advanced training for the faculty; timely publication of the outcomes of the innovative educational research, discussing and disseminating throughout the system of the educational methodological associations; and organising seminars, which bring together the teachers innovators from various HEIs.

Formation of a quality management system serves as a mechanism for implementing educational innovations aimed at the introduction of the education quality international standards. Such system provides for the realisation of the quality policy, multilevel system of its regulation and training the staff in accordance with the international quality requirements.

Quality management of educational activity is a continuous process integrating the working-out and managing the documents of the quality management system; records management; incoming, current and final quality control of the processes and services; measures of correction, prevention and management of the provided services inconsistencies; quality internal audits and their improvement.

The HEI policy in the sphere of educational activities quality is based on a set of objectives including support of the HEI's image of a reliable partner in the market of educational and scientific technical services; providing for a set of interrelated processes (educational, training educational and scientific research ones) supporting the HEI's functioning; continuous improvement of conditions of getting education by means of integrating the teaching process with the scientific, industrial and educational activities; optimising the basic processes of the HEI activities, its gradual integration into the world educational space for the professional development of the teaching staff.

Implementation of the HEI policy in the quality sphere cannot be separated from the development of the educational market. The contents of the HEIs' innovation activities concerning working out of proposals, production and promotion of new products in the education market comprise a combination of a number of components, namely:

- identifying the benefits of education customers requiring a display of the innovatics concept at a particular HEI;
- selecting the options of practical implementation of the quality and technological idea of the educational innovation and planning the further stages of its implementation;
- determining and developing the sectors of the HEI's innovative activity in the education market and testing the experimental educational innovations;
- testing the educational innovations, designing and preparing the infrastructure for their widespread introduction in the HEI educational and teaching processes;
- implementing the educational innovations (e.g. training the experts of an experimental education program or development of a HEI new organisational structure) and evaluation of the educational market response to such innovation;

- adjusting the market innovation activity – finalisation of an educational innovation and improvement of its infrastructure with a view to consolidating its position in the market;

- developing the educational franchising as an innovative form of promoting the new educational services. The essence of the educational franchising is making an agreement between the educational institutions (franchisor and franchisee), which stipulates all the basic terms of cooperation and financial details of innovative educational activities. Teaching the HEI students, the franchisee, is carried out in accordance with the franchisor's curriculums and programs. The franchisor is a HEI that provides administrative, teaching, methodological, information, technical and legal coordination of the educational structures, the franchisee. The latter are the independent educational institutions that have concluded the agreement with the HEI-franchisee (as a rule, such part is played by the regional educational centres based on the local educational establishments). They act as curators concerning all matters relating to student admission under the franchisor's programs, support and organization of the educational process and interaction with students.

Conclusions and proposals. Thus, the described approach to the management of innovations development in education is a powerful educational, scientific research and cultural potential that can help solving the large-scale scientific and educational tasks, which meet the needs of modern society. Our reasonable belief is that the development of the innovation activity in the Ukrainian higher professional education allows not only improving the quality of higher education, but also changing the society in many ways, and promotes the experts adaptation to the new market conditions and socio-cultural changes.

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РОЗВИТОК УПРАВЛІННЯ ОСВІТНІМИ ІННОВАЦІЯМИ У СИСТЕМІ ПІДГОТОВКИ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Резюме

У статті розглядається проблема управління розвитком освітніх інновацій у вищій освіті. Управління інноваційною діяльністю у ході підготовки студентів ВНЗ представлено в комплексному процесі, виділено його етапи, особливості, описана модель управління інноваційною діяльністю у ВНЗ. Представлені інноваційні форми освітньої діяльності, у тому числі механізми взаємодії з соціальними замовниками, а також освітній франчайзинг як інноваційна форма просування нових освітніх послуг.

Ключові слова: інноваційна діяльність, управління розвитком освітніх інновацій, соціальні замовники, освітній франчайзинг, пролонгований професійний попит.

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РАЗВИТИЕ УПРАВЛЕНИЯ ОБРАЗОВАТЕЛЬНЫМИ ИННОВАЦИЯМИ В СИСТЕМЕ ПОДГОТОВКИ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Резюме

В статье рассматривается проблема управления развитием образовательных инноваций в высшем учебном заведении. Управление инновационной деятельностью в ходе подготовки студентов ВУЗов представлено в комплексном процессе, выделены этапы, особенности, описана модель управления инновационной деятельностью. Рассмотрены инновационные формы образовательной деятельности, в том числе механизмы взаимодействия с социальными заказчиками, а также образовательный франчайзинг как технология продвижения новых образовательных услуг.

Ключевые слова: инновационная деятельность, управление развитием образовательных инноваций, социальные заказчики, образовательный франчайзинг, пролонгированный профессиональный спрос.