

## THEORETICAL PRECONDITIONS OF INNOVATIVE MANAGEMENT IN HIGHER EDUCATION

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### ABSTRACT

The article explores various approaches to the concept of innovative management and its features in the system of higher education.

**Keywords:** Management, innovation, educational innovation, pedagogical innovation, innovative technologies, innovation management.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, the state of development of the higher education system is characterized by dynamic changes that occur in all spheres of life in modern society. A characteristic feature of these processes is the creative search for innovative approaches in pedagogical science with the aim of developing non-standard, more effective methods and management technologies for the development of the higher education system, which is quite complex in content and certainly fundamental to the socio-economic development of any progressive society.

In this regard, relatively new areas of pedagogical knowledge continue to appear in science: pedagogical innovation; pedagogical management; strategic management in education; open education and distance learning system; innovation management; management of educational innovations, etc. And in the practice of management, various models of organizational structures of the educational process appear: personality-oriented; differentiated; integrated; experimental; adaptive and others

An analysis of the ongoing development processes in all areas of modern activity indicates that they are based on various kinds of innovations, innovations that are actively used in science and in practice. This also applies to the higher education system, for which innovation is the driving force behind the transfer of the socio-pedagogical system to a higher level of functioning and development. Naturally, innovative processes must be purposefully and effectively managed. Therefore, considerable attention of researchers is focused on the organization of the application of innovation in all educational systems.

The results of scientific and pedagogical analysis show that such developments do not sufficiently take into account the occurring speed changes. In particular, management issues in the higher education system based on innovations, substantiation of means and methods of innovative development, as well as their practical implementation, remain insufficiently developed.

At the same time, the experimental data confirm and clearly demonstrate that the number of pedagogical experiments that are carried out in the higher education system has increased

significantly, however, they require a deeper theoretical and methodological justification and appropriate organizational and methodological support in order to increase applied performance.

A theoretical analysis of the problem made it possible to substantiate and compare the basic concepts:

- "management";
- "innovation";
- "educational innovation";
- "pedagogical innovation";
- "innovation activity";
- "technology";
- "innovative technologies";
- "innovation management", etc.

So, in the pedagogical literature "management" is interpreted as an element, a function of organized systems of various nature (biological, social, technical), ensuring the preservation of their specific structure, maintaining the mode of activity, implementing the program and goals. In management theory, the term "management" is defined as a targeted impact on a process, object, system in order to maintain their stability or transfer from one state to another.

Interesting is the opinion of L. Vashchenko that management in the education system should be based on the following provisions:

- development and implementation of innovative changes taking into account regional specifics, its socio-economic, administrative, educational and cultural potential;
- innovative processes unfold on the basis of creating a systematic organization of innovations, ensuring the conditions for their scientific and methodological support [11].

As you know, in any administration, including in the system of higher education, there are always two sides:

- manager, manager - subject of management;
- teaching staff, individual teachers, etc. - management object.

In addition, management in the higher education system should be considered as direct management of people, during which, on the one hand, the development and formulation of tasks is carried out, and on the other hand, their implementation to ensure the proper level of educational processes and achieve optimal results. Taking into account the dynamics of innovative processes in the higher education system, this approach, in our opinion, provides a controlling effect and interaction between the subject and the control object.

The analysis of the scientific literature on the problem under study shows that various researchers offer different approaches to the study of management aspects of socio-pedagogical systems, among which the priority is:

- globalistic;
- systemic;
- synergistic;
- technological;
- innovative;
- humanistic.

Thus, the globalist approach in the management of higher education is considered as an integrated holistic system based on multidimensional relationships between individual subsystems of various sizes. Moreover, the imbalance in the action of its components leads to global problems, therefore, their solution requires the joint efforts of all participants in the educational process.

The systematic approach is considered in the study of higher education system management as:

- some integrity (system), which consists of interconnected parts (elements) of a set of rules and principles that guide managers;
- a way to decompose the object of study into its component parts, each of which contributes to the characterization of the whole.

The synergetic approach allows us to consider the management of the higher education system in the conditions of fast, avalanche-like, non-linear processes in the external environment, as unstable, experiencing the action of two opposing forces, forming and destructive. The use of a synergistic approach provides researchers of the innovation process with the opportunity to consider, see the elements of instability, non-linearity and the ability to reproduce the changes that occur in it, as well as achieve the optimal balance of external and internal management and self-government with the current adjustment of managerial activity.

The technological approach reveals a set of methods, forms, techniques and management tools of the higher education system, the management models that are identical to them, subordinate to a specific goal. Management takes place through the interaction of all participants in the educational process, as a result of which the overall result of activities is significantly improved and opportunities for the introduction of innovative management technologies are expanded. The innovative approach provides the conditions for making systemic changes in the management of the higher education system, aimed at its development and improvement of work, contribute to the introduction of new content and forms of management activity at the level of educational institutions, improve the organizational and professional culture of organizations. This allows you to conduct pedagogical experimental studies of the content of the managerial process, training and education technologies for trainees, the result of which is a significant increase in the effectiveness of higher educational institutions in general.

The humanistic approach in the management of the higher education system under the influence of certain objective factors makes it possible to analyze the social and personal needs of a person as a citizen, a subject of educational and professional activity, to ensure appropriate cooperation of the manager and members of the teaching staff on the basis of partnership, to take into account the individual psychological characteristics of specialists in the management process interaction, create conditions for personal development and implementation and x creativity.

The application of the above approaches allows us to conclude that their application contributes to the successful solution of the problems of the management of the higher education system and provides the opportunity to effectively introduce modern innovations into the educational process.

The management system of higher education as an open socio-pedagogical system includes the conditions under which the functioning and development of a higher educational institution occurs. They can be grouped into the following groups:

- structural and functional — a flexible organizational structure, the functional principle of constructing a managerial hierarchy, the independence of individual management units, centralization and decentralization of leadership, the establishment of direct, direct relations with other management entities and individuals, the existence of financial independence;
- socio-pedagogical - awareness of each participant in the educational process of the priority principles of the higher educational institution (individualization, differentiation, technologicalization, adaptation, humanization);

- psychological and pedagogical - the formation of creative and innovative potentials of participants in the educational process, the development of their intelligence, abilities, and culture of thinking.

In our opinion, the creation of these conditions will increase the effectiveness of the educational process, change the nature of the activities of management objects in the direction of innovation, provide quick feedback at various levels of the managerial hierarchy, and master the basic procedures for applying innovative technologies in the management of higher education.

It should be noted that management as a theory and practice arose in market conditions, where there is competition, and its scope is practically unlimited. It is used in state and public organizations, in various industries, in the educational sector, where they try to achieve the most effective results at the lowest cost.

At the same time, the relatively new concept of “management” is almost an exact synonym for the term “management” taking into account the object of study and is currently widely used in various fields of science.

Education Management V.I. Maslov treats as a purposeful system for ensuring stabilization and development of the main system, to which it relates on the basis of goals, objectives, laws, principles, content, forms and methods of functioning inherent in the main structural components of the overall system [8].

Under the management of the education system V. Belova understands such activities of the management subsystem, which is designed to create prognostic, pedagogical, psychological, personnel, material and financial, organizational, legal, ergonomic, medical conditions necessary for the functioning and development of the educational process and the implementation of the goals of the system [1].

Based on the above interpretations, it is advisable to understand management as an integral part of managerial activity, which is implemented by means of theory and practice of effective management of groups of organizations, encompassing management methods and techniques to achieve the goal.

Taking into account the logic of the scientific experience under consideration, we will reveal the interpretation of the concepts of “innovation”, “innovation”, and “pedagogical innovation”. In the scientific literature, the concepts of “innovation” and “innovation” are distinguished. So, innovations are defined as measures aimed at transforming any components in the structure or functioning of an organization in order to improve the adaptability of the system.

V.E. Bereke calls innovation a targeted process for the effective implementation of progressive innovation, focused on the final result - intensification of the functioning of the sphere of human activity in which this innovation is used [2].

V. Volkanova notes that a kind of managerial decision can be recognized as an innovation, as a result of which there is a significant change in a process or phenomenon [13].

The very concept of “innovation” entered science in the 19th century and was used in the study of changes in culture as opposed to the concept of “tradition”. V.T. Volov refers to innovation various innovations in the activities of educational institutions [14].

Innovation, according to S. Nikolaenko, is an economic category that was put into scientific circulation in the first half of the twentieth century. It provides for the use of new equipment,

technological processes, new market support for production, the introduction of products with new properties, the use of new raw materials, changes in the organization of production and its material and technical support, the emergence of new markets, etc. [10].

Summing up the above, it should be noted that innovations are the result of the practical development of innovations. In turn, innovations are all innovations in production, commercial, financial, marketing and other fields that ensure social progress, cost savings, improving the efficiency of any activity, including management.

The results of the analysis of scientific literature allowed us to determine the reasons that contribute to the emergence of innovations, namely, changes in the external environment, technological requirements, competition, new organizational structures, increasing the prestige of the organization, market needs, resource management, and the like [9]. Moreover, it is competition that forces organizations to take part in the formation of the innovation market in such areas as:

- development of its own scientific, scientific, technical and experimental base;
- conducting research on a cooperative basis with other organizations;
- execution of orders for research and experimental work by another organization;
- acquisition of a license to produce goods or provide services.

This fully applies to the activities of educational organizations, including higher educational institutions in the labor market.

In turn, the innovations used in education, as a rule, are called educational innovations. Analyzing the definition of the term “educational innovation”, we came to the conclusion that it is treated ambiguously in pedagogical literature.

So, according to L.I. Lysak is considered innovations in education as a process, technology, change, product, result and the like [7].

V.Ya. Liaudis puts in this term the concept of a purposeful process of partial changes leading to the modification of the goal, content, methods, forms of training and education, adaptation of the learning process to new requirements [6].

In turn, L.V. Ermakova reveals educational innovations as relevant and significant systemic formations that arise on the basis of various initiatives and innovations that become promising for the evolution of education [3].

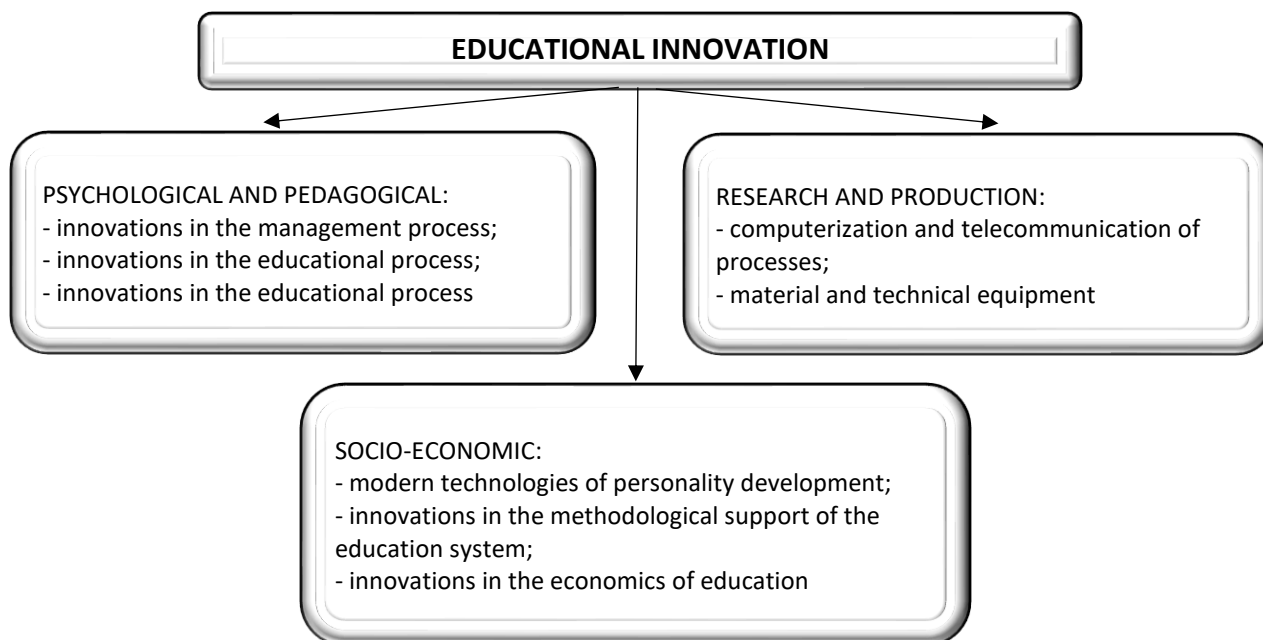
As can be seen from the above definitions, understandings, explanations and interpretations, most researchers consider educational innovation as a process that without a doubt causes certain changes in the educational system.

We agree with the opinion of researchers who consider educational innovation not only the end product of the application of novelty in the educational process and managerial processes in order to change (qualitatively improve) the subject and objects of management and obtain economic, social, scientific, technical, environmental and other effects, but also the procedure for their constant updating.

Thus, educational innovation is characterized by novelty in the field of scientific research aimed at significantly improving the educational process and expressed in improved educational systems (didactic, educational, managerial) that make up the educational process (goal, content, structure, forms, methods, means, results) educational technologies (didactic, educational, managerial), scientific and scientific-methodological developments, technical

devices and installations , regulatory documents governing activities for higher educational institutions.

The generalized structure of the concept of “educational innovation” can be represented in the form of the following structural logical scheme presented in Figure 1.



**Fig. 1. The structural-logical scheme of the concept "Educational innovation"**

Based on the relatively capacious concept of educational innovation presented in the structural logical diagram, we can conclude that the psychological and pedagogical components include various innovations in the educational, upbringing and managerial processes of a higher educational institution [5]. The scientific and production component covers computerization and telecommunication of processes, material and technical equipment. Accordingly, the socio-economic component covers modern technologies of personality development, innovations in the legal support of the education system, innovations in the education economy, etc.

So, analyzing the structure and content of the concept of "educational innovation", we came to the conclusion that in the scientific literature this concept is interpreted as a dynamic process, new technology, new changes, new product, specific result. Such an understanding, in our opinion, thesis and accurately reflects the specificity of the studied pedagogical phenomenon. In the context of the study, we turn to the consideration of pedagogical innovations as components of general social processes. It should be noted that pedagogical innovations became the subject of study at the beginning of the second half of the twentieth century in the West and in the last two decades in the post-Soviet space. Today, there are more than a dozen universally recognized definitions of the concept of “pedagogical innovation”.

So, according to L. N. Vashchenko, pedagogical innovation reflects the introduction of new educational ideas, tools, pedagogical technologies into practice, as a result of which the indicators (levels) of achievements of pedagogical systems and structural components of education are raised [12].



V. Ermolenko, under the term being studied, interprets it as a socio-pedagogical phenomenon, taken in dynamics and represents a holistic process of a qualitatively new transformation of the entire pedagogical system (global innovation) or its individual elements (local innovation) [4]. L.V. Ermakova under pedagogical innovations suggests understanding relevant, significant and systemic neoplasms that arise on the basis of various initiatives and innovations that become promising for education [3].

Analyzing the above definitions, we can distinguish a generalized, common understanding of this concept, by which, in our opinion, it is advisable to understand a new or improved system of pedagogical activity that provides qualitative changes both in the general management of the educational institution, and in the educational process, and the production process in particular.

Therefore, we are talking about the fact that educational and pedagogical innovations are complex concepts that characterize the formalized result of innovative activity, significantly changes the volume, structure and quality of the educational, upbringing and managerial processes organized in a higher educational institution.

At the same time, we support the opinion of many researchers who argue that pedagogical innovation is a spiritual and intellectual perspective for the development of the entire state. They connect the essence of this phenomenon with educational reforms, because the knowledge that underlies the new idea has always been the driving force of progress.

Based on the above, it is important to highlight the most significant scientific ideas that form the basis of innovative management:

- a personality-oriented organization of the educational process in a higher educational institution;
- public-state management of the education system in the region;
- adaptive management of the education system;
- design and investment management of a higher educational institution;
- management of innovative development of education in the region;
- A model of professional competence of the head of a higher educational institution;
- targeted education management;
- innovative models of continuing education of managerial and pedagogical personnel in education;
- management of innovative development of the education system.

By innovative management in the higher education system it is advisable to understand how the process of sustainable development of the higher education system or higher educational institution through the generation, development and application of innovations that significantly change the results of management, training of teaching staff. Innovation management ensures the innovative activity of the higher education system or higher educational institution, which is characterized by the process of introducing new elements into the traditional system of creating and applying an intellectual product, implementing new original ideas in the form of scientific and technological development, and the availability of investments.

At the same time, our study showed that innovative processes in the higher education system in the first place need to optimize managerial activity in the conditions of its constant development. It becomes obvious that today management technologies should be recognized as the most effective means of optimizing the management of a higher educational institution.

The concept of "technology" is interpreted as a combination of knowledge, information about the sequence of individual production operations in the production process of something, in the narrow sense it is knowledge about how best to organize actions in order to achieve the goal.

By analyzing scientific sources, we can conclude that innovative management in the higher education system is characterized by a combination of:

- target and technological managerial functions of the head, administrative and advisory forms, social and psychological methods, complementary means of managerial activity, ensuring the stable functioning of a higher educational institution;
- modernized managerial functions of the head along with targeted and technological, priority forms and methods of management, focused on the development of participants in the educational, training, production and management processes, economic and technological management tools that ensure not only the stable functioning of the higher educational institution, but also its sustainable development in the new economic conditions.

Thus, according to the results of a review of the theoretical and methodological foundations of innovative management of the higher education system, it can be concluded that the ongoing processes of effective development in almost all areas of modern activity are closely interconnected with various innovations, innovations that are actively used in science and practice. This also applies to the higher education system, for which innovation is the driving force behind the transfer of the socio-pedagogical system to a higher level of functioning and development. In addition, numerous studies confirm that pedagogical innovation is the intellectual prospect of the development of the personality as a whole, the essence of which is associated with effective educational reforms, since the knowledge underlying the new idea always acts as a powerful driving force for progress. At the same time, it is obvious that innovative processes must be purposefully and effectively managed. Therefore, considerable attention of researchers is focused on the organization of the application of innovation in all educational systems.

The results of scientific and pedagogical analysis show, as a rule, the ongoing scientific research does not sufficiently take into account the ongoing speed changes. In particular, management issues in the higher education system based on innovations, substantiation of means and methods of innovative development, as well as their practical implementation, remain insufficiently developed. At the same time, the modern practice of innovative management requires the scientific substantiation of just this aspect as the most adequate to the real needs, socio-political and socio-economic conditions of the state, trends and prospects for the further sustainable development of higher education.

The studies carried out by various scientists confirm and clearly demonstrate that the number of pedagogical experiments in the field of innovative management that are carried out in the higher education system has increased significantly, but they require a deeper theoretical and methodological justification and appropriate organizational and methodological support in order to increase.

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