

INNOVATIVE DEVELOPMENT OF HIGHER EDUCATION IN UKRAINE:  
THE METHODOLOGICAL ASPECT OF THE ANALYSIS

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With the approach of the modern Ukrainian society to the post-industrial stage of development higher education more and more depend on imminent and continuous modernization as a way of its existence, that is in the midway of the Bologna process. Under these conditions social and philosophical analysis of the essence, structure and status of innovations in modern higher education of the Ukrainian society in the aspect of European integration is important and topical.

Not so long ago the term “innovation”, “innovation process”, “innovative activity” in the native scientific literature almost were not used. Today the situation is different. Now by scientists (V. Adolf, A. Biryukov, M. Volynska, N. Ilyin, V. Nechaev, N. Ladygec, V. Lazarev, B. Martirosyan, N. Lapin, and G. Becker, E. Brucking, J. Colemann and others) problems of creation and implementation of innovations in higher education are being actively and fruitfully considered, conditions of their effective functioning are being analysed, methods of training, development of innovative pedagogical technologies of teachers and students are being developed. At the same time there are spontaneous processes of creating and implementation of innovations, lack of goal of innovations, inconsistency of

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innovative searches, which carried out in theory and practice of educational activity in higher school, inconsistency of separated innovations to each other, weakness of the work-out of innovation strategy of higher education's development. Besides, today in the social and philosophical literature there is no clear distinction between the terms that are intended to reflect meaningfully the innovative trend of transformations, which are carried out in modern conditions at higher school.

The main aim of this publication is analysis of conceptual measures in modern conditions of innovative development of higher education in Ukraine.

The term «innovation» comes from the Latin word «innovatio, novo (modify, update, invent) and means implementation of new [1, p. 25]. In modern scientific literature innovations are considered in general as new forms of labour organisation and management, new types of technologies, which cover not only various establishments and organisations, but also certain fields of people's social life activity. English scientists E. Rogers, and R. Agarwala-Rogers understand innovation as idea, method or object that is perceived by individual as new [2, p. 144]. Process of innovations makes clear the nature of object that is being changed. Not accidentally K. Levin once remarked: «if you want to understand deeply the operation of any device, try to improve it» [3, p.143].

Polish researchers Ya. Dombrovsky and I. Koladkevych consider innovations taking into account three key parameters: fields, which they are related to, method of implementation and object of changes, which they cause. The process of creation of innovation, in their opinion, should take into account realisation of three phases, which follow one another (discovery of new idea), the first use of it, distribution of use and implementation of ideas and solutions [4, p. 109-110].

Czech scientist I. Perlaki understands as innovation any purposeful, positive and progressive change in material and immaterial elements (parameters) of

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organisation, in other words any change that contributes to the development, growth and improvement of work efficiency of this organization [5, p. 12]. Because of this innovation are not random, not spontaneous changes, but they are result of deliberate, purposeful activity of subjects of organisation.

N. Lapin determines innovation as change in structure and process of functioning of social and technical system that is deliberately established and is mainly reconstructed, and also has by its aim increase of the effectiveness of this system as an element or subsystem [6, p. 11].

It is important to note that mainly innovations are understood under two aspects: as a phenomenon and as a process. In the first case, innovation is any purposeful change of control technology, which is geared to elements' replacement with the purpose of acceleration, mitigate or improvement of set tasks' execution. In the second case, in the technological aspect, innovation is considered as a process, which includes the stages of its development, implementation, understanding and stable effect [7, p. 4].

In pedagogical innovation theory researchers, when they interpret such term as «innovation», in many cases go for its understanding to general innovation theory. For example, A. Nickolls in monograph «Management of pedagogical innovations» defines innovation as an idea, goal or practical activity that is perceived by the individual as something new. His understanding of innovation in education is a process, which has lifecycle from generation of idea and creation of innovations to wide distribution in the field of education [8, p. 24].

Specificity of innovation in higher education is connected to the fact that they, firstly, always contain new solutions of actual problems in the field of higher education; secondly, their use leads to whole new results of educational activity,

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thirdly, their implementation causes qualitative changes of other components of unified system of higher education.

Pedagogical innovations differ by those qualities, which are put in them even during their development. These qualities are:

- item of changes, in other words the element of the system of higher education that can be converted;
- depth of transformations (level of radicality of changes that provide use of innovations);
- the scale of transformations in the field of higher education;
- resource intensity of innovations;
- level of readiness [9, p. 27-31].

The paradigm of innovative development of higher education as a description of approach, in which professional training is carried out during the production of new knowledge and transformation them into goods that society requires, appeared as a result of general crisis, which involve world system of education in the late twentieth century. In Ukraine this crisis was coincident with the system crisis of society, its social institutions, in consequence of which modernisation of higher education is coincident with considerable difficulties.

The paradigm of innovative development of higher education provides such way of organisation of activity of higher education establishments, which provides achievement of purposes and tasks of its innovative development. A key element of this paradigm remains knowledge, the same as for the traditional paradigm, the main difference is the fact that, if previous approach figured out way of knowledge transfer, the new approach focuses on the way of knowledge production. Innovative higher education establishment requires new approaches as in management, so in organisation of the educational process.

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In our country the basic principles, which condition the innovative trend of modernisation of higher education, which is in the midway of the Bologna process, are:

- 1) change-over to two-level system of training;
- 2) reconsideration of the content of main educational programmes in accordance with the requirements of Ministry of Education and Science of Ukraine and their understanding under modularity;
- 3) implementation of a competence approach in the content and process of education;
- 4) establishment of a grade-rating system of evaluation and quality control in education instead of five-level system.

Constant modernisation of the higher education system in these directions provides change of focus from the process of education to its results, change of teacher's role, personal approach to student with the purpose of provision of productive cognitive activity. These measures require significant changes at all levels of pedagogical system: in the values, aims, content, process and results of training and education, in the character of activity of teachers and students, forms and methods of education, education and control, in educational environment, in relations with the external environment, quality and level of financial, material and technical, organisational, legal and personnel support of the educational process.

In fact, it is referred to the practical implementation of new educational paradigm, to transition to new type of training and education, to provision of every Ukrainian higher education establishment such quality of education of graduates, which would meet the challenges of the time. In fact, it is referred to deep reform of education.

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In this regard, the whole system of Ukrainian higher education, and each particular higher education establishment of Ukraine separately are in complex problem situation, because today there are no clear theoretical foundations of making of design conclusions, no willingness of University staff to such cardinal modernisation, no adequate resources - financial, personnel, organisational. Each higher education establishment is defined in this situation independently, making great efforts on the development of scientific and methodical documentation.

It is obvious that successful solution of various tasks and problems of modernisation in certain ways provides transition of higher education establishments of Ukraine from traditional condition, stable functioning with elements of gap to time challenges to the mode of innovative development, which provides preparation of competitive specialists.

Transition of higher education establishments of Ukraine in the mode of innovative development as a strategic goal involves the implementation of certain intermediate objectives:

- 1) formation of unified cultural and educational as well as scientific space of higher education establishments;
- 2) creation of effective competence-contextual pedagogical model of education of bachelors and masters;
- 3) involving of entire team of higher education establishment to the innovative process;
- 4) system of modernisation of educational activity;
- 5) establishment of business relations with public authorities, education and research establishments, employers, public organisations;
- 6) implementation of programmes of coordination with Ukrainian higher education establishments - partners of the innovative development;

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7) expansion of programmes of international cooperation.

To achieve these goals it is necessary to solve following tasks:

1) the establishment, realisation of the program and implementation of the strategic goals;

2) development of scientific bases of modernisation of educational and scientific activity of higher education establishments;

3) creation and realisation of competence model of multi-level training of students in higher education establishments;

4) transition of credit-modular organisation of educational process;

5) development of mechanism of quality control of training based on the grade-rating system.

Theoretical and methodological basis of innovative development of higher education in Ukraine are:

- cultural-centrist paradigm;
- competence approach;
- psychological and pedagogical theory of context training.

According to cultural-centrist paradigm higher education is understood as a mechanism of imitation and further development of the intellectual, social, professional and spiritual culture of the country and the world, a way of spiritualization of the life goals of young generation, humanization and harmonization of being of person and society [10, p. 25-30]. The aim of education is the adoption by person of responsible moral choice and motivated act – base of personal maturity, in other words processed by culture ideal of perfection, and its inclusion in personal life. The result of education is spirituality as absolute value and recipe of internal entirety and human health, condition of survival and development.

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The possibilities of higher education in the field of preservation and development of national culture allow considering it as an important factor of the spiritual security of the Ukrainian society and compensation of those negative consequences that arise because of the ideology of mass consumer society, the cult of hedonism, greed, individualism. Improvement becomes the purpose of education; orientation to it becomes the basis of the spiritually motivated and responsible actions.

The idea of a competence approach in higher education is contained in the fact that the quality of education of bachelor, master should become integral result of interconnected assimilation of academic knowledge and practical skills, result of acquiring of fundamental content of sciences as directed basis and mean of implementation of practical actions and act in the conditions of the future professional activity [11, p. 105-107].

Realisation of a competence approach based on developed psychological and pedagogical theory come laden with possibilities of substantial integration of science, education and production, unity of education and training, formation and development of subject-technological context of professional activity and social and moral qualities of the personality of the future bachelors, masters.

The essence of the theory of context training as a conceptual framework for realisation of competence approach in higher education is creation of psychopedagogical, didactic and methodical conditions for acquiring by student of professional activity through modelling of sciences by language and with the help of the entire system of forms, methods and means of education - both traditional and new - its subject and social content. In the context of education dynamic movement of student activities is provided, from training through quasi-professional and educational-professional to real professional activity [12, p. 9-10]



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The purpose of context education is formation of integrated professional activity of future specialist, acquiring of competencies as abilities with the purpose of exercising of its functions, solving problems and tasks. The content of the context education is selected from two sources: didactically turned content of sciences and creation of examined professional activity, which is presented as a system of common cultural and professional competences.

Innovative development of higher education is the process of modernisation of education through the creation, distribution and acquiring of innovations. This is a cyclic process, which goes through the following stages:

- identification of needs in changing (problem identification);
- development of idea of problem solving;
- development of method of problem (innovation) solving;
- approbation and examination of innovations;
- acquiring of innovations;
- institutionalization of innovations.

According to this it is possible to show schematically structure of innovative process in the field of higher education.

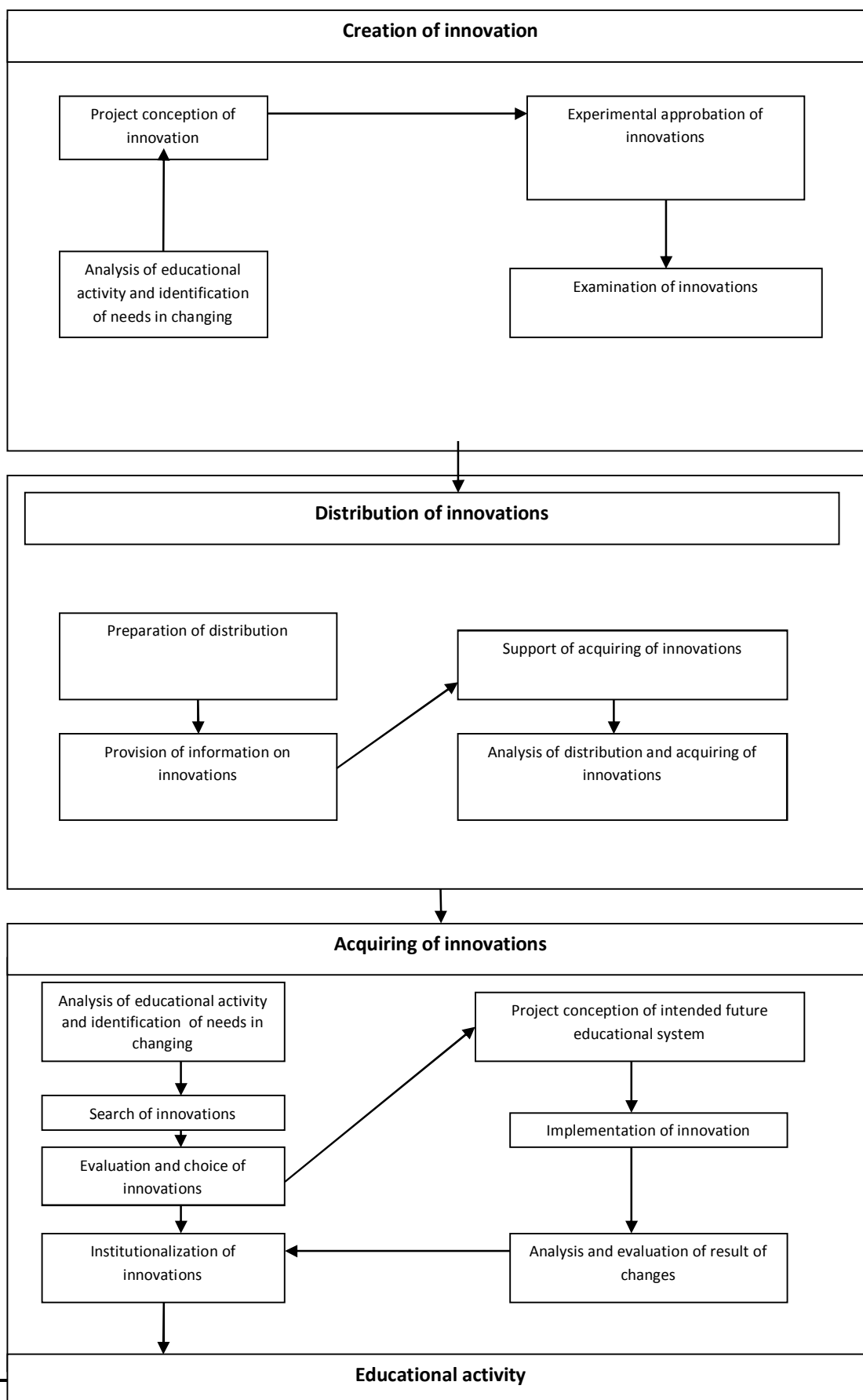
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*Scheme 1*

**Structure of innovative process in the field of higher education**

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Innovative process begins with the identification of necessity of changes in certain areas of educational process in higher education, which happens due to the analytical work of the specialized scientific organisations, educational authorities, heads of higher education establishments, scientific and pedagogical staff.

Development of methods of problem solving is project conception of innovations. Developed innovation has to receive experimental approval, as a result of which it can be amended.

Before the innovation will come out on stage of distribution, it should undergo expertise, in other words evaluation of compliance with certain requirements.

Distribution of innovation requires its copying and distribution of information about it to potential users. Presence of special infrastructure of support of innovative educational processes assists to distribution. It includes a variety of consulting services, training centres, experts, implementation centres, etc. With the purpose of successful distribution of innovations it is necessary to analyse the process of distribution of innovation, identify factors, which slow down this process, and to implement measures to eliminate them.

The third stage of the innovative process takes place in higher education establishments. Necessity for search and acquiring of specific innovations arises when disadvantages in educational activity are found by chief executives of establishment or scientific and pedagogical staff and their causes are analysed. After that innovation can either be developed in the higher education establishment (this will be the beginning of the first stage of the innovative process), or be chosen out of existing innovations, the use of which will increase the efficiency of educational activity.

Before deciding the question on implementation of innovations, information of which came from outside, innovation has to undergo internal examination. Not

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always those innovations that are suitable for one higher education establishment can be used in another. Therefore, examination carried out in the period of creation of innovation and examination, which is conducted on the stage of its acquiring, have both similar and different features.

Moreover, it may seem that not all innovations, which receive a favourable review, are connective. There can be not enough material and labour resources for their parallel implementation. Therefore, it is necessary to develop the project of the desired innovative educational activity in higher education establishment and to prove scientifically such program of its implementation, which will condition what innovation should be implemented and in what sequence.

Following features of innovative process within higher education is implementation (development) of innovation and its use, evaluation of results and institutionalization, in other words transition from the pilot regime to regime of constant use [13, p. 17-18].

Analysing innovative theory, scientists talk of innovation as poly-structural constitution, systems that are under certain laws. In this regard, I. Romanov separate essential moments, which reflect specifics of innovative educational process:

1) law of cyclic recurrence and return of innovations. With a new degree of relevance, known humanistic ideas on new pedagogy of P. Blonskiy, B. Vakhterova, P. Kapтерева, G. Rubinstein, V. Sukhomlinsky turned into new combinations of structural components and approaches;

2) formation of new pedagogical knowledge and development of theoretical innovative activity, which corresponds to the trends of interdependent processes of socialization of educational establishments and pedagogization of society, openness of the education system to changes, which occur in the society, and to increase of influence of pedagogical transformation on social processes in the society;

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3) comprehensive development of certain pedagogical theories and methodological knowledge about them, which is intended to provide comprehensive idea about regularity and significant connections of reality, to find out principles of proper management [14, p. 185-186].

V. Slastenin and L. Podymova add to this:

1) law of inconvertible destabilization of the pedagogical environment, according to which any innovation makes inconvertible destructive changes in the pedagogical environment;

2) law of final realisation of innovative process, in other words following of each innovative process to entire realisation;

3) law of stereotyping of educational innovations, in other words turning innovations into the stereotype of thinking and practical action [9, p. 8-17].

Thereby scientists tend to believe that innovation in the field of education in general and of higher education is system, development of which passes all stages of life cycle: birth, active development, routinization, transformation.

Confirmation of this view is dedicated by M. Potashnik hierarchy of structures of the innovative process in higher education:

- active structure, which contains the following sequence of components: motives, goals, tasks, content, forms, methods, results of innovative activity of the higher education establishments;

- subjective structure containing concerted activity of all entities of innovation development (scientists, higher education establishments' administration, staff of teachers and students, officials of the education authority, etc.);

- layered structure - innovative educational activity of subjects at the international, regional, district, and city levels and at level of higher education establishments;

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- conceptual structure - the birth, development and acquiring of innovations in the educational process;

- the structure of the life cycle of pedagogical innovations, which provides availability of such stages as emergence, growth, maturity, absorption, distribution, saturation, routinization, crisis, modernisation;

- management structure that covers four types of administrative actions: planning, organisation, management, control;

- organisational structure that contains diagnostic, prognostic, organisational, practical, generalizing, implementational components [9, p. 17-18].

Mentioned structures are interrelated; this fact allows discussion about innovative process in the field of higher education as a comprehensive system.

Thus, the methodological analysis of the innovative activity allows discovery of the specificity of innovations in higher education, grounding of paradigm of its innovative development, in which focus is not on the way of distribution, but on way of knowledge production. Conceptual framework of this paradigm is cultural-centrist and competence approaches, as well as theory of context education.

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**ІННОВАЦІЙНИЙ РОЗВИТОК ВИЩОЇ ОСВІТИ УКРАЇНИ:  
МЕТОДОЛОГІЧНИЙ АСПЕКТ АНАЛІЗУ**

**Клімова Г. П.**

Представлено теоретико-методологічний аналіз інноваційної діяльності у вищій школі, проаналізовано концептуальні основи парадигми інноваційного розвитку вищої освіти, розглянуто структуру інноваційного процесу в сфері вищої освіти України.

**Ключові слова:** інновація, інноваційна діяльність, парадигма інноваційного розвитку вищої освіти.

**ИННОВАЦИОННОЕ РАЗВИТИЕ ВЫСШЕГО ОБРАЗОВАНИЯ УКРАИНЫ:  
МЕТОДОЛОГИЧЕСКИЙ АСПЕКТ АНАЛИЗА**

**Климова Г. П.**

Представлен теоретико-методологический анализ инновационной деятельности в высшей школе, проанализированы концептуальные основы парадигмы инновационного развития высшего образования, рассмотрена структура инновационного процесса в сфере высшего образования Украины.

**Ключевые слова:** инновация, инновационная деятельность, парадигма инновационного развития высшего образования.

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**Klimova G. P.**

Presented theoretical and methodological analysis of innovation in higher education, analyzed the conceptual basis paradigm of innovation in higher education, consider the structure of the innovation process in the field of higher education in Ukraine. Methodological analysis of innovation allows discovering the specificity of innovation in higher education, to justify its innovative development paradigm where the focus is not on the method of transmission, but on the method of production of knowledge. The conceptual basis of this paradigm is cultural and competence-based approach and the theory of contextual learning. Moments of the innovation process within higher education is the implementation (development) innovation and its use,

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evaluation and institutionalization, the transition from experimental to the regime of mode always use. Formation of a new pedagogical knowledge and the development of theoretical innovation meet trends interdependent processes of socialization and education pedagogical society, openness of the education system to change. Necessary to draft the desired innovative educational activities in higher education and research program to justify its implementation, such that predetermined, what innovation should be implemented and in what sequence.

**Keywords:** innovation, innovation, innovation paradigm of higher education.