

# **Management of Innovative Processes in the Educational Environment**

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*The article provides a theoretical analysis of the concept of innovation and the conditions for introducing innovations into the system of higher education. The functions of educational management as a way of social management in higher educational institutions are revealed. Modern changes in the paradigms of higher education management in Ukraine are determined. The main directions of scientific and innovative activity in the system of higher education management are analyzed. A meaningful analysis of management models in the educational environment of modern Ukraine has been carried out. The functions of innovative methods in the system of higher education management are investigated and the social and managerial functions of introducing innovations into the educational process are determined.*

*Keywords: educational system, educational institutions, technology, educational process, innovation*

## **INTRODUCTION**

The modern social development of Ukraine is characterized by a significant increase in the role of knowledge, information and intellectual property.

Human capital is turning into the most important asset of any organization, and its creation and reproduction becomes a priority task of an investment nature. The production sector, fundamental and applied science and education take part in the formation of human capital, and the leading role in this process belongs to it.

In this regard, the issues of managing the development of innovations in the modern educational environment in Ukraine, which meets the requirements of promising socio-economic growth and takes into

account the characteristics of the transformation period, are of particular relevance. At the same time, it is necessary to take into account a number of restrictions - structural, socio-cultural, demographic, material and technical, resource, which are closely interconnected and have a decisive influence on the organizational, innovative mechanism for managing the educational environment.

The progress of modern society is based on the use of intellectual human resources. Their value is constantly growing, as working in an increasingly complex technology requires constant improvement of professional knowledge. The dynamic development of education requires the creation of new forms of education related to the needs of society in specific specialists.

The management of the education system in a market economy is undergoing changes. Modern management is inclined to consider organizations, subsystems of the social organism, society as a whole as a corporation. From this point of view, everything and everyone can and should be subject to managerial influence. It is no coincidence that such concepts as “management of one’s own life” or “life management” appear. Such absolutization of control objects has certain grounds. The world is becoming complex, many processes have become unpredictable. Hence the desire of a person to keep them within certain boundaries, not to let the world disintegrate, and generally disappear as such. The education system in this sense is no exception. The complexity of the processes taking place in it at the present time has necessitated the development of an adequate management model. What are the current trends in the development of education that should be taken into account when developing such a model? The modern education system is a complex conglomeration of various types of educational institutions (state, non-state; universities, colleges, gymnasiums, secondary schools, secondary specialized institutions, etc. A unified education system (which was, say, in the 19th century, partly in the 20th century) currently practically does not exist anywhere (Keller & Kesberg, 2017). The advent of the information society dictates special requirements for the education system in general and, for higher education in particular. Such a phenomenon as globalization requires a new approach to understanding the nature, results of human activity. Hence the need to develop a different model educational system different from the classical one. This model should be based not on traditional forms, methods and content of education, which become ineffective, but those that meet the requirements of the time, including the solution of socio-economic problems facing modern Ukraine. The system of the social whole cannot but respond to the challenges of the time. Hence the constant attempts to reform it, change the goals, content, methods of education. Researchers identify three main areas of education response: school reforms, the emergence of new pedagogical practices, and attempts to create a new organon of pedagogical knowledge. And although most programs and reforms in the field of education, both in our country and in other countries, do not ultimately achieve their goals, nevertheless, they are considered to have an impact on the functioning and development of education. One of the reasons for this is that the implementation of education reforms is a rather complex social technology, the constituent elements of which are: the formation and implementation of educational policies, practical organizational work with the subjects of reforms, and the creation of conditions necessary for its implementation. The main thing at the same time is that the reforms should not be limited to administrative measures, as is usually the case. At the same time, conscious large-scale educational reforms coming “from above” are not the only source of innovations in education. More successful are the so-called small pedagogical reforms, coming “from below” from the practice of teachers - innovators. It is thanks to their efforts that different types of schools, approaches, methods in education have been created (Jiang, Du, & Dong, 2017).

Let us analyze the projects of education reforms, which appeared quite a lot during the period of transition to market relations in the depths of government and near government circles in order to clarify why they are rejected by the pedagogical community. Reforms should not reduce the level of accessibility of education, lead to a decrease in the quality of education; to the creation of such conditions under which the employment of university graduates will be at the mercy of the market, while the state will be eliminated from regulating the training of specialists. In addition, fundamental science should not disappear from universities as a result of reforms, but, on the contrary, all conditions should be created for its return to universities (Jarmas & Raed, 2018).

As a result of reforms, the social status of an educator should not decrease; on the contrary, an increase in social status is a manifestation in real life of the priority of the education system. The retraining of personnel specialists, which is nationwide in its significance, should not go into the category of local problems left at the mercy of specific universities. The establishment of a special status of educational organizations instead of the existing status of state institutions may lead to the fact that the channels of co-financing, co-founders will be used to privatize state universities, which is an extremely undesirable process. It's hard to disagree with this. Indeed, reforms imposed from above will not lead to the desired result, even if their goals are noble. The social technology for implementing reforms must necessarily provide not just for taking into account public opinion, but for the joint activities of all entities involved in reforming the education system. Therefore, the warning voices against such a hasty reform are understandable. For example, the International Academy of Sciences of Higher Education believes that social technology must necessarily include such aspects as: stabilization of the financial situation in this area, the establishment of norms and rules for the interaction of the education system with authorities, its founders, employers and society (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021). Reformation cannot be carried out without a state educational policy and doctrine developed by the government of the country; laws on education must be adjusted; experiments were carried out in various regions of the country, etc. In this regard, it can be considered positive that the voices of the public are heard at least to some extent and the government, in any case, has not yet decided on radical measures. Meanwhile, the need to reform education remains. One of the objectives of education modernization is to attract effective managers to the organization and management of the educational process; updating the corps of administrators and managers in the field of education, creating an effective system for their training and retraining on the basis of classical, economic and pedagogical universities (Mojsa-Kaja et al., 2015).

The relevance of the problem of developing an effective management system for modern education is due to the following factors that are clearly manifested at the present time: organizational and personnel problems of higher education - the rational structure of scientific and pedagogical personnel; imperfection of the system for introducing innovations in the educational process; the problem of determining the criteria for the effectiveness of innovative teaching methods; marketing in the field of education and educational consulting.

In this regard, the study of models for managing innovation processes in the management system of modern higher education especially contributes not only to understanding and developing the principles of social management in higher education, but also to the formation of a powerful social base for the development of domestic science and technology, which will ultimately help create the basis for prosperity of society.

## **AIM**

The theoretical basis of the article is the works of world scientists who laid the fundamental sociological and managerial foundations for the study of the educational environment, institutionalization and functioning of models for managing innovation processes within higher education. Developments in the field of modern sociology of education and sociology of management are of particular importance for the article.

The scientific article is based on dialectical, systemic, logical-historical methods of cognition. To solve the problem under consideration, the achievements of various scientific disciplines were used: sociology, management theory, conflictology, psychology, which determined the polyscience of the study of the problem.

In the process of research, general scientific and private methods, functional analysis of social systems and objects, other methods of sociological research were used: the method of analyzing documents, legislative and departmental regulations; scientific literature; state statistics, departmental statistics, media reports, press releases), survey method (survey and interviews of students and teachers).

As an empirical basis for the study, legislative acts in the field of education, orders, letters and other normative acts of public administration bodies of higher education are used; secondary analysis of research

materials on innovation process management models in universities, materials of scientific conferences, seminars on the range of problems under consideration.

**THE OBJECT OF THE RESEARCH** are management models in the system of higher educational institutions and social management as a set of methods, forms and means of influencing the modern educational environment.

**THE SUBJECT OF THE RESEARCH** is the theoretical and methodological problems associated with the peculiarities of introducing innovations into the educational environment, due to the strategic and tactical functions of scientific and innovative activities in the higher education management system.

**PURPOSE OF THE ARTICLE.** The main purpose of the article is a sociological study of the phenomenon of innovation process management models in the educational environment, the correspondence of subjective aspirations and objective needs of modern Ukrainian society.

The formulated main provisions and conclusions contribute to the expansion and deepening of the ideas available in modern scientific knowledge about the models of managing innovative processes in the educational environment of modern Ukraine, and can be used in the processes of developing concepts of state, regional, municipal and administrative management of higher education. The materials of the dissertation can be used in the preparation of training and advisory courses on the sociology of management and educational policy; they form the basis of special courses on relevant issues for students of sociology, managers, lawyers, as well as graduate students and specialists in social management work in the educational environment.

## **MATERIALS AND METHODS**

At the beginning of the XX century. the concept of “innovation” was mastered by the economic sciences, denoting new combinations of existing elements, undertaken by the subjects of economic life and acting as a source of entrepreneurial profit. After the crisis of the 1930s among managers, the term “innovation policy of the company” is becoming popular. Innovative activity began to be opposed to routine, and the first denies the second. With the development of the innovation movement, the definition of innovation began to be clarified. For example, innovations, as some researchers believe, are characterized by such characteristics as: satisfaction of a new need; high risk and high degree of uncertainty; flexibility of forms; exacerbation of contradictions and conflicts; the presence of a side, difficult to predict result; transition to a new level of development of the system (organization). One of the most important conditions for the functioning of modern organizations is the continuous growth of changes. Innovation acts as a means to solve problems that arise as a result of continuous change. Moreover, the emphasis on innovation is becoming an ultra-modern form of business. Not bypassed by innovation and the education system. Second half of the 20th century marked by educational reforms almost all over the world. In the early 50s. 20th century education around the world began to develop at a pace that the history of mankind has not yet known. But, despite such progress in the education system, crisis phenomena in this sphere of society’s life began to make themselves felt. Serious mutual adaptation of society and education is needed to overcome the crisis. Without this, the ever-widening gap between them is bound to crush the foundation of education and, in some countries, the foundation of society itself. Such an outcome is inevitable, because the demand for education, driven by national development, continues to grow, and the demand for education continues to rise. In our country, the need to modernize the education system was recognized in the early 70s, and by the mid-80s. In the 20th century, the issues of the quality of education and the restructuring of the education system, perceived through the prism of new educational priorities, were put at the forefront of the planned reforms. Innovative activity is increasingly taken as the basis of today’s educational practice.

The innovative ability of the higher education system acts as its ability to perform its social function on the basis of creative understanding of the goals of educational activity and the active use of scientific knowledge about its own development (Mancini et al., 2022).

New educational technologies presuppose a smooth transition from the lower levels to the higher ones, which ensures a continuous rise in educational activities in general; traditional technology implies a rigid isolation of education from other spheres of the national economy, while the new one implies close

integration with production and science; new technology assumes continuous coverage of the population; traditional technology highlights preparation for life as the main function of the education system, while the new technology emphasizes the direct inclusion of the younger generations in life itself (Psyadlo, 2019).

However, the analysis of pedagogical research has shown that in the current pedagogical practice, the problem of the formation of psychological readiness for the use of innovations in the information and educational environment of the school has not yet been studied, which leads to the absence of a system for the purposeful development of this type of readiness, pedagogical conditions that contribute to effective formation of psychological readiness for the use of innovations in the information and educational environment (Odynets, Tetiana, Yuriy Briskin, Borys Dolinsky, Valentina Todorova, Pavlo Vindiuk, Anzhelika Yefremova, and Petro Rybalko, 2021).

Meanwhile, the psychological readiness of teachers to apply innovations in the information and educational environment of the school, being one of the most significant in professional development, without being purposefully formed, significantly complicates the effectiveness of the professional development of a specialist.

Thus, in the current state of the issue there are contradictions between:

- 1) the active introduction of innovations in education and the insufficient psychological readiness of teachers to actively engage in innovation activities, quickly adapt to modern information changes;
- 2) the significance of the formation of psychological readiness for the use of innovations and the lack of technologies for the formation of this phenomenon in the real practice of a general educational institution;
- 3) the wide potential of the educational information environment of the school and its limited use as a means of forming psychological readiness for the application of innovations.

The identified contradictions outline a special problem field associated with the study of fundamental approaches to the formation of the psychological readiness of teachers to use innovations in the information and educational environment, the development of its conceptual foundations (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021).

The professional conservatism of a teacher is understood as his personal property of ensuring the stability of the educational system, maintaining established rules, regulation, reliance on authorities, preference for standard solutions, adherence to pedagogical stereotypes, psychological immunity to new and non-adaptive to innovation, inability to improvise. The conservatism of the teacher is characterized by a high level of rigidity of pedagogical thinking, a low level of motivation for professional self-improvement, weak reflection and self-regulation. The characteristics of a teacher's conservatism are determined by the following criteria:

- cognitive - the level of theoretical training in the field of theory of pedagogy, knowledge of the basics of innovative pedagogy, but the stereotypes of pedagogical thinking;
- axiological - professional values, the level of professional consciousness, but the predominance of value systems and norms that hinder the improvement of professional activity;
- motivational-behavioral - the formation of a mindset not on the novelty of the ongoing transformations, but on efficiency, emotional stability, but low self-esteem, lack of interest in innovation;
- activity-regulatory - the degree of mastery of modern innovative methods in professional activities, but the stereotypical methodological and technological arsenal of means, methods and forms of training, poor possession of introspection skills (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019).

To develop a structural-dynamic model of a teacher's readiness for innovation, it is the component-by-component (criteria-based) analysis that is very important, since it is necessary to know exactly by what criterion professional conservatism is manifested in order to carry out a correction in this direction, and not to correct it as a whole and in general. The structural-dynamic model of the teacher's readiness for innovative activity as a factor in the correction of professional conservatism is represented by the following modules:

- the methodological module includes a conceptual substantiation of innovative transformations based on a holistic and structural-functional approach, that is, it allows us to consider professional conservatism as a unity of subsystems: substantive and functional. In the first case, we are talking about pedagogical ideas, theories and methods by which the teacher is guided in his professional activities, in the second case, the process of implementing these ideas and experience in real pedagogical activity, the effectiveness of this process is implied;
- the target module includes the substantiation of the predicted result - a teacher who is ready for innovative activity, who is aware of the values of innovative activity, who knows the methodology, theory and practice of pedagogical innovation, determines the best ways of innovative pedagogical activity, evaluates his own capabilities and their relationship with professional conservatism;
- the content-procedural module includes the motivational (motivational readiness for innovative activity), cognitive (high level of theoretical and methodological competence of the teacher), emotional (positive attitude to innovative activity, joy of creativity), activity (possession of modern innovative technologies, methods and teaching aids) components, as well as functional, problematic-content, procedural-technological, criteria-evaluative components; forms, methods and means of correcting professional conservatism;
- diagnostic module - a system of diagnostic procedures that allows you to determine the degree of professional conservatism and the level of readiness of the teacher for innovative activity, in its development goes through the following levels:
  - 1) basic - the need for a change in professional activity is recognized, but the teacher does not have the necessary knowledge for this about the methods, means, technologies that allow for innovative activities;
  - 2) professional-functional - a steady desire to change the style of pedagogical activity, to master modern educational technologies, the predominance of value systems and norms that improve professional activity, while motivational readiness to implement innovative activities has an expectant character;
  - 3) professionally effective - motives for self-improvement, achievement of maximum self-realization in the professional sphere are formed; availability of systemic knowledge in the field of pedagogical innovation, pedagogical reflection is developed;
- the control and result module includes monitoring the teacher's readiness for innovative activity, comparative analysis and correction of professional conservatism (a set of diagnostics that allow determining the effectiveness of the structural-dynamic model of the teacher's readiness for innovative activity) (Maslach, C., Schaufeli, W.B., & Leiter, M.P. 2001).

The conditions for correcting the professional conservatism of a teacher in the process of forming his readiness for innovative activity are:

- diagnostics of internal and external indicators of the correction of the professional conservatism of the teacher;
- psychological and pedagogical support for the professional growth of a teacher, contributing to the removal of conservative barriers;
- the formation of the professional qualities of a teacher on the basis of the value properties of the individual (will, character, conviction, etc.);
- inclusion of the teacher in the educational and creative environment (Voskoboinikova V. V., Kalko K. O., Kulesha-Liubinets M. M., Nikolaievskaya Yu. V., Samoiliuk O. V., Rybalko P., Drogovoz S. M. 2021).

Technological support for the implementation of the resource of the educational environment for the formation of the teacher's readiness for innovative activity is the creation of an educational and methodological base for innovative activity (electronic educational resources and teaching teachers to use information and communication technologies, multimedia educational complexes; dissemination of pedagogical innovations through the creation by each teacher of an innovative pedagogical piggy bank and its application in professional activity).

The use of the educational and methodological base of innovative activity is carried out in stages:

- professionally oriented stage - in order to form a motivational-behavioral component (motivation for achieving success in professional development, changing the style of pedagogical activity), conducting trainings using information and communication technologies;
- professional training stage - in order to form an activity-regulatory component (needs for self-development, self-regulation): application of a system of creative tasks, master classes, scientific and methodological courses using electronic educational resources;
- professionally productive stage - in order to form the experience of innovative activity, which requires updating all components of readiness for innovative activity (theoretical knowledge, professional consciousness, pedagogical values, innovative activity), the inclusion of teachers in the work of creative groups (Grant, A.M. 2013).

## **DISCUSSION**

The theoretical significance of the work is due to the concretization of the scientific content of the concept of “information and educational environment,” the described structural and content components of psychological readiness to use innovations; identified opportunities of the information and educational environment in the formation of psychological readiness for the application of innovations; determination of a set of pedagogical conditions that contribute to the formation of the psychological readiness of teachers to use innovations (Reynolds, M. 2020).

The practical significance of the conducted research lies in the methodological tools, the system of trainings; as well as in the selection of diagnostic tools aimed at identifying the level of formation of the psychological readiness of teachers to apply innovations.

The results of the study make it possible to expand the range of pedagogical tools that help to increase the level of formation of the psychological readiness of teachers to use innovations in the information and educational environment. The developed training course provides an opportunity for intensive distance learning and self-education!

The reliability and validity of the research results is ensured by relying on the main methodological positions, modern scientific concepts, the categorical apparatus of pedagogical science; application of a complex of theoretical and empirical research methods that are adequate to its purpose, object, subject, hypothesis and tasks; a combination of quantitative data processing and their qualitative analysis.

## **CONCLUSIONS**

Thus, the article develops the concept of correcting the professional conservatism of teachers on the basis of the formation of their readiness for innovative activity, within which a system of criteria (cognitive, axiological, motivational-behavioral, activity-regulatory) for assessing the degree of professional conservatism is defined and scientifically substantiated, forms , methods, means and conditions for its correction and the level of formation of the teacher’s readiness for innovative activity. This complements the theoretical base of previous scientific studies devoted to the problems of the teacher’s readiness for innovation, the analysis of factors hindering innovation;

- original judgments are proposed regarding the structure, content, criteria for assessing the formation of a teacher’s readiness for innovative activity as a factor in the correction of professional conservatism, complementing the research, which made it possible to theoretically substantiate and practically test the structural-dynamic model of a teacher’s readiness for innovative activity, including target, content and procedural and diagnostic-effective components, as well as interactive and communicative methods, trainings, which allows you to successfully correct professional conservatism among teachers and expand scientific understanding of ways to optimize professional activities;

- proved the prospects of using the structural-dynamic model of the process of formation of teachers' readiness for innovation as a factor in the correction of professional conservatism. It was revealed that with an increase in the level of readiness of teachers for innovative activity, the degree of professional conservatism decreases, but it is not completely exhausted. In this case, this is considered as a stabilizing factor in professional activity, which makes it possible to combine innovations and proven, effective teaching methods and methods that give stability and balance to professional activity, which complements the results of research into ways, methods and techniques for introducing pedagogical innovations into educational practice.

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