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Management of innovation activity in establishments of general secondary education of Ukraine

Introduction

Under the conditions of dynamic modernization processes in Ukraine, the radical reformation and updating of its education system in the context of European transformations, the improvement of management of innovative activity in this area becomes of paramount importance. Such approach is primarily due to acute domestic needs, as the current stage of development of education in the Ukrainian state is characterized by active search for non-traditional means of solving actual educational problems in educational institutions. An important accelerator of this process is recognition by the world community of the XXI century of “the era of changes”. It just caused the objective necessity of cardinal reformation of the education system itself, the modernization of the content and structure of the innovation activity of the heads of institutions of all levels and types, formation of their readiness for the gen-

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eration and implementation of the new ideas and educational initiatives, introduction of innovations into the pedagogical management and organization of educational space in the school that fundamentally rebuilds its activity in the context of the provisions of the Law of Ukraine “On Education”, the Concept “New Ukrainian School”, formed on the basis of modern achievements of European education.

The study of philosophical, sociological, pedagogical and psychological literature on the problem under investigation suggests increasing the attention of scientists to pedagogical innovations, the issues of professional development of specialists under the conditions of innovation activity, the formation of their innovative competence, the disclosure of the role of postgraduate education in this process. Important aspects of pedagogical innovation are highlighted in the works of Lyudmila Vovk, Semen Honcharenko, Roman Hurevych, Alexandra Savchenko and others.

The problem of management of educational institutions also has different aspects and therefore it is a constant object of study of such Ukrainian scientists, Volodymyr Bondar, Lyudmila Vashchenko, Marina Hryniova, Ivan Ziaziun, Vasily Kremen, Vasily Madzihon, etc.

The purpose of the research is to analyze modern theoretical and organizational-procedural approaches to the management of innovation activity in the institutions of general secondary education of Ukraine during the period of its radical modernization.

Objectives of the research. To reveal the essence of pedagogical innovations in general secondary educational institutions, to distinguish and characterize the peculiarities of innovative management, to analyze the main stages of the implementation and management of the innovation activity of the teaching staff, to substantiate the conditions for the forming the readiness of pedagogues to innovation activity at secondary school.

Research methods. The methods of theoretical analysis (analysis and systematization of psycho-pedagogical and scientific-methodical literature, the method of terminological analysis, historical-genetic, structural-logical) and empirical methods (discussions, interviews with the participants of innovation pedagogical processes) have been used for the
Management of innovation activity in establishments of general secondary education of Ukraine

purpose of analyzing modern approaches to innovation activity and identifying effective ways of managing educational innovation.

Presentation of the main theses

Modern education in Ukraine, in accordance with the needs of the society and the challenges of the 21st century, is becoming more and more innovative in its nature, therefore, the focus of scholars and practitioners is on innovation in this field and their relationship with traditional strategies and teaching technologies. The need for their implementation is due to a set of reasons: first, the basis of this process is the impact of the labor market, socio-economic situation in the state, the demands of the society; secondly, they are conditioned by the information-technological development of the society and, thirdly, the mentioned process is essentially connected with the integration of the educational system of Ukraine into the European and world educational space.

It is worth bearing in mind that the discussion for contemporary scholars is a question of the essence of the phenomenon under study. Thus, Lydia Danylenko considers innovation not only as a result of the introduction of the new one, but also as newly created or improved technology of teaching, education and management that significantly change the structure and quality of the educational process. She considers it impossible to reform education without systematic updating of the pedagogical process, without thorough study, analysis and implementation of the achievements of domestic and foreign scholars. Valentina Palamarchuk defines innovation “as a result of the creative search for original, non-standard solutions of various pedagogical problems”. According to Savchenko, innovations are “the processes of creation, distribution and use of new means (innovations) for solving those pedagog-

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ical problems that have been solved in a different way”\(^3\). In the context of our study, the opinion of Vashchenko is important, who states that innovations are “new ideas in pedagogy focused on changes in various structural systems and components of education; the process of involving educational technologies into practice, which results in increasing indicators of the achievements of structural systems and components of education. This concept has a general character and consists of two forms: the actual idea and the very process of its implementation”\(^4\).

Important for our study is the definition of “activity”. Modern scientists define it as a specific form of active attitude towards the world, the content of which is deemed change and transformation of the world through exploration and development of various forms of culture\(^5\). However, innovative educational activity in modern science is studied as multicomponent and such that by its nature, form and results demonstrate the ability of subjects of educational activity to generate ideas and their implementation, analysis of monitoring data and production of the new teaching ideas and publication of the results, providing conditions for their implementation in the education system. Therefore, the innovative activity of the teacher is treated as a personal category, as a creative process and at the same time the result of creative activity. Generalization of research results gives reason to identify such trends in the structure of innovative processes in education: creating something new in the pedagogical theory and practice; perception, development and evaluation of the new; use of the new in the activity of educational institutions.

The study of the modern educational realities in Ukraine shows that the basis of innovation activity is the ability to construct the conceptual foundations of pedagogical innovations, which include diagnostics, forecasting, development of the experiment program, analysis of its implementation, as well as the realization of the innovation program, tracking


\(^{5}\) S. Honcharenko, Ukrainskyi pedahohichnyi slovnyk, Kyiv 1997, p. 95.
the progress and the result of its implementation, correction and reflection of innovative actions.

At the same time, the necessary condition for the successful implementation of the teacher’s innovative activity is the ability to make and adopt the innovative solution, to take into account a certain risk, not to avoid conflict situations that arise in the process of introduction of innovations, to successfully overcome the barriers that appear on the way of innovation because of the unpreparedness of the educational community or its individual members to perceive the proposed innovations that to some extent contradict the established views, traditions, approaches to the solution of educational problems. In connection with this, the issue of regulation of pedagogical relations becomes a matter of great importance.

It should be emphasized that innovation activity is combined not only with the ability to solve certain tasks, but also with the availability of motivation to find and solve problems beyond any external control. The problem of motivating innovation activity is the problem of finding by the teacher adequate personal sense of professional activity, constructed on the creative basis, constant search. In this regard, the focus is on introducing updated integral courses, developing rational interdisciplinary connections, expanding methodological searches, reorienting the content of learning from the memorization of the material to the formation of the ability to use it, the skills of self-education.

These singled out problems are solved first of all through the creation of innovative structures in the system of general secondary education, the search for potential investors and the preservation of intellectual potential of teaching staff. The innovative potential of the educational institution is the ability of its team to create, perceive and introduce innovations. On this basis, the model of management of innovation activity is created, which enables to realize and study the practical expediency of implementation of educational innovations, carried out in several stages.

I stage (preparation of pedagogical staff for innovations) involves determining: the relevance of the innovation (in terms of its ability to respond to the needs of the school, social order); performance (evaluation either on the basis of forecasting or on the basis of existing experience); the level of development of the needs and interests of different groups of
pedagogues as for the innovations; methodical elaboration of the ideas and conditions necessary for its assimilation.

The purpose of the preparatory stage is to raise the level of knowledge about the new problem of the creative group, which members will continue to serve as pedagogues-consultants in the development of this innovation. The creative group develops a plan of work, studies the needs of teachers in the new knowledge, their level of competence in order to identify shortcomings. At this stage, pedagogical monitoring is used.

Stage II (definition and formulation of goal and tasks based on the analysis of existing practice) includes studying the effectiveness of work on the problem in the conditions of general educational institution, the level of assimilation by teachers of new theoretical positions, and its influence on improving the practice of teaching and upbringing of pupils.

At stage III, the planning process of the implementation of innovative technologies is ensured, that is, the creative group develops an algorithm for transforming the pedagogical idea into pedagogical technology.

The results of experimental research confirm that innovative activity reduces the time spent: by pupils – on the acquisition of theoretical knowledge, practical skills and abilities; by pedagogical workers – on performing basic functions, operations and actions; by administration of school – on performing managerial functions, operations and actions\(^6\).

Studies have determined that in the institution of education, depending on the functional responsibilities and the role they play in the management process, three groups of managers are singled out. The first group is the director and his or her deputies. The director, in accordance with the charter of the school, manages the institution of general secondary education. The second group is the leaders of methodological and creative associations of teachers. The third group consists of teachers who organize the educational and cognitive activity of pupils – the main product of education. One of the important qualities of the pedagogue, the conditions for his or her success as a professional is readiness for innovation. The co-ordinated interaction of all three groups of managers of the educational institution gives a positive result, which depends to a large extent on the individual style of leadership. Individual leadership

style is a system of interrelated actions of the personality of the head of the educational institution, which he or she uses as a manager-professional to achieve the goal of management\textsuperscript{7}.

In the context of radical reform of the modern Ukrainian school, the important tasks of innovative management are implementation of the main functions, in particular: analytical-forecasting, planning, organization, control and regulation.

1. Analytical-forecast activity of the manager is connected with a deep analysis of the state of the system, study of the problems, tracking trends and regularities of the system, identifying prospects and predicted changes in the future. The analysis involves the development of forecasts as for the feasibility of upgrading and methods for modernization of the system.

2. The planning function in innovation management involves the development of strategic and tactical plans for the implementation of innovations.

3. The function of the organization is to ensure the regulation of personnel activities during the innovation processes, the division of powers and responsibilities for individual parts of the work. The following activities, such as coordination and promotion, become dominant. Coordination makes it possible to avoid excessive chaos, stimulation provides a high level of personal interest in innovative work and its outcomes.

4. The control function allows to check the progress of implementation and the effectiveness of innovations. The main means of innovation control are monitoring, expertise and information analysis.

5. Regulation in innovation management involves correction of activity for the introduction of innovations in the aftermath of control, creating a situation of relative stability and equilibrium, preventing deviations from the planned innovation standards.

The analysis of scientific literature provides grounds for arguing that “educational innovation” as a specific category should have the main characteristics, such as:

purposeful changes that introduce into the sphere of education new stable elements that cause the transition from one qualitative state to another; that is, not all changes in education are innovations, but only those that lead to changes in the goals and results of education;

– the presence of specific features related to the socio-psychological and other aspects of pedagogical activity;

– innovative changes can be initiated at any level of the educational system: the teacher, the student, the authority of an educational institution, state and local education authorities;

– innovation processes in the field of education should be continuous and aimed at constant improvement of the existing system – in order to ensure the process of continuous innovation of the educational sphere, it is necessary to introduce appropriate mechanisms for quality education management;

– effectiveness of the introduction of a certain innovation depends to a large extent on the level of perception of innovation changes and the availability of real opportunities for implementation.

Innovation, in our opinion, is the result of the innovation process. However, part of researchers do not refer to «innovative» such processes as the development, use and dissemination of educational innovations, limited only to the creation of the new, from a practical point of view. We support the position of scientists that consider the concept of “educational innovation” as a systemic one. In this case, «innovative processes in the field of education” we distinguish the following:

– processes of finding innovative ideas;

– development of innovative products in pedagogical science and education system;

– perception of them by social-pedagogical community and the system of education in general, thanks to the theoretical, methodological, and psychological preparation of participants;

– mastering and application of the relevant recommendations;

– current use;

– evaluation of productivity and efficiency and further dissemination.
We emphasize that any innovation involves the existence of a specific implementation plan, as well as assessment of the results of its implementation under certain conditions. Due to this, introduction of innovations in the educational sphere involves the development of the “innovation project” – a set of documents defining the procedure and a set of all necessary measures for the creation and implementation of the innovative product. “Innovative product” in the field of education can be – concepts, theories, systems, models, methods, technologies, techniques, forms, etc., both in educational activity and in the provision of educational process.

Generalization of theoretical developments and practical experience in the management of innovation activity gives grounds to distinguish in it the following stages of implementation:

1. Initiation (from the Latin *initiatio* – the implementation of the sacraments) – is the activity that consists in choosing the purpose and the task of innovation, finding the idea of innovation, its substantiation and materialization. The head of the educational institution must, before launching the introduction of innovative technologies, analyze the typical situation and find out exactly what changes are needed in the educational process.

2. Marketing of innovations involves studying the market of consumers of innovations, their inquiries, interests; the system of actions for the implementation of innovation, ensuring its advertising. The ethics of pedagogical innovations puts certain limitations on the part of pedagogues. The main commandment should be: “Do not harm!” - innovations should not destroy the health of children and teachers themselves.

3. Benchmarking innovations (“bench” – a place, “marking” – to note) is a means of studying the activity of competitor-organizations in order to use the positive experience. It can relate to the analysis of the characteristics of the results of innovations and the organization of work with innovations. Benchmarking encompasses a set of tools that allow to systematically find, evaluate

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the positive experiences of competitors or companies that are leaders in the industry, and use it in their work.

4. The fronting of the innovation market (“infront” – forward) involves capturing or regaining the market of activity of other organizations. The main sources are the data of competitors’ experience, process monitoring and their effectiveness, scientific-methodical literature, materials of conferences and seminars, generalized best practices, etc. Innovative search should be permanent and systematic.

5. Innovation engineering (“ingineering” – inventive capacity) means project-consulting services as for the development of projects, programs, and the introduction of innovations. Engineering includes a complex of works, which include: conducting preliminary researches; substantiation of the choice of innovative ideas; developing recommendations for updating activity; determination of volume and content of works on introduction of innovations; working out and execution of complex target programs and target projects; counselling on program implementation issues. The changes can be spontaneous and planned, but when it comes to management, planned changes, obviously, appear first.

6. Monitoring innovation advancement involves a set of activities related to tracking innovation, analysis of information about it. It allows studying, evaluating and predicting the state of objects of innovation activity. Since the main objective of the monitoring activity is to identify the effectiveness of innovation activity, monitoring should be focused and continuous. Only in this case, it will give the expected result, will work on the prospect.

7. Brand – innovation strategy (“brand” – stamp, mark) means managing the introduction of innovation, promoting it in the demand market, forming the consciousness of consumers of the new product. Brand is a strategy designed to form a complete picture of innovation: reliability, warranties, quality, performance. The brand-strategy tool is appropriate for use at all stages of the innovation process.

8. Diffusion or routine innovation. If innovation fulfilled its mission, then the head, together with the team, must decide on its future
fate: innovation will become a tradition or it will be rejected as routine. Diffusion of innovation (from the Latin *diffusio* – distribution) involves the dissemination of innovation in the new conditions, situations, teams, regions, etc. Under conditions of positive results, innovation becomes attractive for other educational institutions. The result of innovation management can be considered strengthening of the competitiveness of the institution of education.

Such institution, according to scientists, attracts creative individuals; creative ideas are positively perceived in it, innovative potential is accumulated and innovative culture is developing; the image of the institution that constantly innovates supports the spirit of innovation\(^9\).

It should be noted that innovative management is a relatively new concept and is an independent branch of managerial science and professional activity, which is aimed at creating and providing conditions for the development of the enterprise, educational institution, etc.

Scientific fundamentals of management of educational innovations are used in those educational institutions where they try to achieve the most effective results at minimal expenses as a result of systematic experimentation, which is constantly carried out by creative pedagogues.

Danylenko, a well-known Ukrainian researcher, believes that management of educational innovations is a new branch of science in management of human and material resources in institutions and educational establishments, which is implemented on the basis of investments and innovations, resulting in qualitative improvement of the main indicators of their activity. The researcher appropriately delineates such concepts as “management”, “management in education” and “management of educational innovations”.

The commonality between them is that these are the processes of purposeful influence of the subject of management (leader) on the object of management (social and pedagogical system), as a result of which there is a qualitative change, and the difference is that this “qualitative change” in management affects only the quality of educational and managerial processes; in the management of education it also provides the

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competitiveness of educational organizations (institutions, establishments), and in the management of educational innovations – the prosperity and innovative development of teaching staff.\(^{10}\)

The subjects of management of educational innovations, as well as in the general theory of management of social-pedagogical systems, which include institutions of general secondary education and in management, are heads of educational institutions involved in the development, experimentation or testing, implementation or application of educational innovations; objects – activity of pedagogical and methodological workers on application of educational innovations, that is, innovative educational activity.

It follows that innovative educational management in educational institutions is an integral part of general management and is considered in theory as a process of targeted influence of the subject of management (leader) on another object of management – social system that is in the state of constant development, as a result of which there is not only its qualitative change and increase of competitiveness, but also the level of attraction of investments and innovations.\(^{11}\)

Retrospective socio-pedagogical analysis confirms that the introduction of innovations involves the following peculiarities:

- purposefulness of management of the implementation process – the development of policy guidance for the period of innovations;
- affirming among employees that the use of innovations and their effectiveness is necessary;
- organization of technological monitoring of innovations, in particular: generalization and dissemination of information about new technology; assessment of existing innovation, forecasting further real possibilities of its use; forecasting the development of the institution under the conditions of innovation; development of programs for the introduction of innovations; focusing on the place and role of each in the implementation of novelty; creation of conditions for introduction of new innovations; clarification and making of necessary changes in the means of work, mode,

\(^{10}\) L. I. Danylenko, op. cit., p. 358.

\(^{11}\) Ibidem, p. 85.
structure, etc.; attention to the positive effects of the use of innovation and the difficulties that arose; development of the “sense of ownership” on knowledge about the innovation; motivation and incentives for employees; attraction of “users” – those who are already working on this innovation.12

Problem-oriented analysis of the state of innovation management in education provides the answer to the question of the types of innovations that contribute to the improvement of the work of educational institutions. They usually include local, single, unrelated changes; possibly complex, modular innovations that cover both the departments of education in general and the directors of schools, group of teachers or parallel classes, educational subjects of a certain cycle; systemic that cover the management of the management of education or educational institution, that is, all participants of the educational process.

The important condition for effective management of innovation processes is the division and cooperation of labour; any approach thus involves coherence of actions as a necessary basis of governance, manifested in the coordination function. Therefore, coordination is seen as establishing harmony between parts of the system and the correlation of proportions. Coordination on the specifics can be ideological, socio-psychological, economic or operational-technical regulation.

Among the main components of the innovation process, researchers distinguish the functions of control and evaluation, that is, the system of study and verification of the effectiveness of the introduction of innovation. In the innovation process, for the most part, traditional types of control and evaluation are used, namely, initial, current and final. The control and evaluation of the results of the innovative search are carried out only on the basis of developed criteria and indicators, the dynamics of changes of which give grounds for analysis. The independent expert group activity plays an important role in the monitoring and evaluation system. Their efficiency will increase in the light of the strategic prospects for reforming the sphere, the peculiarities of development of the education of the region and its relevance to the ideas of the innovation

program; ensuring the reliability, mobility, dependability and flexibility of the control and evaluation mechanisms; the presence of bilateral communication between the subjects of innovation activity; implementation of the information-managerial system of control and evaluation; use of incentive methods.

The generalization of the results of innovative search is carried out on the basis of analysis, the purpose of which is to develop recommendations for improving the management of innovative processes, taking into account the real state of introduction of innovation, opportunities for further development and obtaining positive assessment.

The purpose of management of the educational institution is to ensure its optimal functioning, to transfer the functioning of the educational institution to a higher quality level, that is, to create conditions for its development.

The main prerequisite for the development of the educational institution is the awareness of its necessity, the urgency by the head.

Basic principles of selection of innovations: perspective, intensification, dynamism, flexibility, democracy, humanity, integrity, realism, completeness, manageability, economy, relevance.

Therefore, for the introduction of innovation, it is necessary, firstly, to determine with the ability of teachers to creative work in general, secondly, to prove the need for changes, and thirdly, to propose perfect monitoring system of the innovation process in the institution of education.

At the same time, the analysis of the activity of the teacher as one of the main subjects of the educational process and all of the above mentioned makes it possible to present the structure of the innovative activity of the modern teacher as follows:

− personally-motivated processing of existing educational projects, their independent interpretation, selection and classification of problem pedagogical situations, active search of innovation information, familiarization with the innovation;

− professionally-motivated analysis of own opportunities for the creation or development of the innovation, the decision to use the
new; the formulation of goals and general conceptual approaches to the application of innovation;

- forecasting changes, difficulties, means of achieving the goals, results of innovation activities; discussion with colleagues, administration of ways to introduce innovations;

- development of the conceptual framework and stages of experimental work;

- realization of innovative actions; introduction of innovation and tracking the progress of its development;

- implementation of control and correction of the introduction of innovation; evaluation of the results of implementation, reflection of the self-realization of the pedagogue.

It should be noted that the estimation of levels of formation of innovation activity is determined by the dynamics of perception of innovations and the degree of their assimilation. According to the results of the research of the regional creative group of deputy directors of educational institutions, which for the third year has been working on the problem “Formation of readiness of teachers to innovate activity in the system of methodological work of school”, appeared the following distribution of teachers’ attitudes towards the proposed changes in the system of pedagogical activity, experimentation in work and preparation for this activity:

- 20% of respondents expressed their positive attitude towards the innovative content of their own preparation for innovation activity;

- 35% of respondents have restrained-constructive attitude towards the new in the educational process; the teachers of this group resist the new, if they notice any specific disadvantages, offer counter projects; they are not fully aware of difficulties in pedagogical activity, in the absence of haste and coercion they change their position;

- 5% of respondents are enthusiastic about pedagogical changes; the teachers of this group, perceiving the new pedagogical idea, demonstrate real optimism; have pedagogical orientation, but they are not always aware of the difficulties in their activity; supporters
of verbal approaches to learning; show strong commitment to the new, the desire to change everything, introduce, but quickly forget about it and solve pedagogical problems with traditional methods; such pedagogues are useful at the stage of innovation support; they quickly rebuild, when they have ready-made methodological materials specially designed for introduction of innovations;

− 40% of respondents have negative attitudes to changes (5% – anxiety, 5% – active resistance to new ones, 25% – passive resistance to new ones, 5% – resistance to new “on personal motives”).

At the same time, our observations suggest that the direction to improve the educational process and its transformation does not depend on the teacher’s age. Creative attitude to the pedagogical activity is revealed by teachers of all ages. More important is the level of readiness of the teacher (motivational, cognitive, operational and activity, personal) to the innovation activity. Readiness for any activity is considered in the theory as a special mental condition, which involves the presence of the subject of the image, structure, determined action, constant focus on the tasks, and is characterized as the active-efficient state of the personality with the desire for certain style of behaviour, expectation, intention, phenomenon, quality, effect, vigilance\(^\text{13}\). The readiness of teachers to innovate activity is understood as the level of mastering and implementation of pedagogical innovations into the educational process. Therefore, in our opinion, the cornerstone of the teacher’s innovative activity is to overcome the contradictions between traditional and innovative approaches to the development of education; established and up-to-date paradigms of the content of education; the formed concepts of teaching, upbringing and development of the personality on the basis of psychological-pedagogical achievements in the past and on the basis of the results of progressive modern researches; the needs of development of universal personality’s traits and preservation of the individuality; traditional and innovative types of educational activity; autocratic and democratic style of pedagogical leadership; the level of readiness of teachers for innovative activity and their objective needs in the knowledge of the foundations of pedagogical innovation; the desire to realize both their professional-personal capabilities and the potential of the pupils.

As a general indicator of the formation of the innovative activity of teachers, we distinguish the extent of the development of creative activity, the source of which is the personality-value attitude, sufficient level of general and special creative abilities, personal means (motivational and emotional-volitional, cognitive-axiological, content-operational, gnostic, behavioural). According to the indicator, the following criteria for the teacher’s innovative activity are distinguished: susceptibility to innovations; creative activity; methodological and technological readiness for introduction of innovations; pedagogical innovative thinking; culture of communication.

We adhere to the following classification of levels of innovative activity of the teacher, which has been tested during recent years:

- zero - insufficient understanding and realizing of the essence of innovation activity;
- adaptive - unsustainable attitude to innovations (indifferent perception of the new, the lack of system of knowledge about innovation and readiness for their use, technological readiness is based only on the use of the own experience, professional activity is built on the scheme, the algorithm, creative activity is practically not manifested, innovations are only mastered under the pressure of the social environment;
- reproductive – more consistent attitude to pedagogical innovations (the desire to establish contacts with pedagogues-innovators; creative activity within the reproductive activity, but with the elements of finding new solutions in standard conditions; positive orientation of needs, interests to study alternative approaches to learning, copying ready-made methodological developments with small changes in the use of methods of work; awareness of the need for self-improvement);
- heuristic – purposefulness, stability, awareness of ways and means of introducing innovations (changes in the structure of the technological component, indicating the formation of the personality of the teacher as the subject of the alternative concept, technology or content of education, the search for new ways of pedagogical actions, the emergence of reflection, empathy, which ensure the success of innovation, risk reduction and rejection of innovation; the ability to receive new information when communicating with colleagues);
- creative – high level of effective innovation activity (high sensitivity to problems, creative activity, transition to transforming, active and cre
ative work, holistic, methodological character of technological readiness with the presence in its structure of analytical-reflexive skills, improvisation, pedagogical intuition, creative imaginations that provide the creation of original author’s approaches to pedagogical activity, harmonious combination of scientific and pedagogical interests and needs, high level of pedagogical reflection and creative independence, purposeful search for the missing information, initiative in creating the author’s system of activity, conducting seminars, conferences on innovative pedagogy.

The results of complex scientific researches show that the achievement of the high level of formation of the innovative activity of the teacher is possible not only as a result of a high level of creative potential of the personality, but also in the following cases:

- the limited possibilities of implementing a creative plan in the presence of professional and motivational readiness;
- implementation of systematic, complex educational tasks aimed at increasing the teacher’s creative activity.

Therefore, we believe that proper training of teachers for innovative activity is needed. Formation of the group of creative educators with the high level of innovation readiness is a very important procedure, the basis for the successful introduction of the new approaches and forms of work, the basis of a favourable innovation environment in the team.

Conclusions

The relevance of the conducted research is due to the changes taking place in Ukrainian society and affect the structure and content of pedagogical education. The education system of Ukraine includes innovations, that is, purposeful changes that introduce new stable elements into the educational process, which cause the transition of the system of education from one state to another. For the further improvement of the Ukrainian school, there is a need for a pedagogue and a manager who are oriented in the broad educational space and ready to engage in innovation, which, in its turn, requires the development of various components of their innovation activity.

At the same time, innovative pedagogical activity needs optimization of managerial activity, transfer it to the high-tech level. Under these condi-
tions, innovative management is the effective instrument in the hands of a skilled manager who stimulates the continuous development of the team, its teaching staff as a whole and every pedagogue in particular. Of particular importance is innovation management in institutions of general secondary education, which lay the foundations for the formation of the competitive citizen of the Ukrainian state and the full-fledged member of the European and world community.

Bibliography


**Summary**

The essence of the concepts “innovation”, “innovation activity of the pedagogue”, “innovation potential of the institution of education”, “modern approaches to the management of innovation activity” have been clarified in the article. It has been grounded that the basis of innovation activity is the ability to construct the conceptual foundations of pedagogical innovations, which include diagnostics, forecasting, development of the program of the experiment, analysis of its implementation, as well as realization of the innovation program, tracking the course and the result of its implementation, correction and reflection of innovation actions. The main functions of innovation management, which include analytical-forecasting, planning, organization, control and regulation, have been characterized. The eight main stages of management of innovation activity have been singled out and analyzed. For its implementation it is necessary to decide on the ability of pedagogues to creative work in general, to prove the necessity of changes, to offer the perfect monitoring system of the innovation process of the institution of education. The article distinguishes five levels of teacher’s innovation activity: zero, adaptive, reproductive, heuristic, and creative.

**keywords:** management, educational institution, innovation activity, pedagogical innovation, pedagogical management, innovation process

**słówka kluczowe:** zarządzanie, instytucja edukacyjna, działalność innowacyjna, innowacja pedagogiczna, zarządzanie pedagogiczne, proces innowacji