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## THE ESSENCE OF DEFINITIONS AS «INNOVATION», «INNOVATION ACTIVITY» IN THE HIGHER SCHOOL

**Sharata Nataliia**

Doctor of Pedagogical Sciences, Associated Professor at the Department of Ukrainian Studies,  
Vice-Rector for Scientific, Pedagogical and Educational Work and Advanced Training  
*Mykolayiv National Agrarian University*  
e-mail: [sharata@mnau.edu.ua](mailto:sharata@mnau.edu.ua)  
ORCID ID: 0000-0001-7474-4481

**Tvelina Alisa**

Candidate of Pedagogical Sciences, Associate Professor at the Department of  
Theory and Methods of Physical Education  
*Petro Mohyla Black Sea National University*  
e-mail: [alytv4@gmail.com](mailto:alytv4@gmail.com)  
ORCID ID: 0000-0003-3307-5642

*Based on the challenges facing the country's higher education institutions, it can be concluded that each educational institution should review its activities and identify further prospects for development. The need to increase the availability of quality, competitive education in accordance with the requirements of innovative sustainable development of society involves the development of strategic activities of higher education institutions in accordance with the provisions of modern educational policy of the state. The article outlines the strategic goals of innovative activities of Higher Education Institutions and identifies the main objectives of innovative activities of higher education. The main directions of innovative activity of higher school are considered and allocated.*

**Key words:** Higher Education Institutions, innovation strategy, innovation activity, strategic goal, higher school.

**Formulation of the issue.** The introduction of an effective system of governance in all social spheres is one of the main factors in ensuring Ukraine's democratic progress on the principles of European integration values, because Ukraine as European state aims not only to ensure successful socio-political and socio-economic reforms, but also to achieve a new quality of life, harmonization of social relations.

The integration of the national education system into the European and world educational space is a long process that involves the formation of such characteristics as humanism, focus on self-

development, innovation, personal orientation of modern education systems, etc., and is ensured by the creation of perfect and effective management system.

The higher education system trains specialists who develop the country's main human resources. Thus, a flexible adaptation of universities to the requirements of social environment is quite important. At the same time, the universities' development strategy is to be active rather than accommodating to external realities.

The difficult conditions in which Higher Education Institutions operate and develop today require the education system to constantly update and respond to economic and socio-cultural changes.

It should be noted that one of the indicators of ensuring the quality of the higher education system is the creation of appropriate conditions for the development of the intellectual potential of society. Therefore, there is a need to justify new approaches to innovation management in higher school.

**Analysis of recent research and publications.** Innovation is a permanent engine of human civilization. Its objective usefulness lies in the constant movement forward. Without this movement, it would be difficult for a person to exist in a constantly changing environment. Accompanying the incessant human development, the scientific approach to the study of innovation began to take shape only in the early twentieth century. For the first time in the scientific research of foreign culturologists, this concept arose as the introduction of some elements of one culture into another (customs, ways of organizing life, including production).

The study aims to determine the essence of such definitions as «innovation», «innovation activity» and their characteristics.

The term «innovation» as an economic category, introduced into scientific circulation by the Austrian (later American) scientist J. Schumpeter (1883-1950) in the first decade of the twentieth century [1, 124].

The scientist singled out five new combinations of changes in development, namely: the use of new equipment, technological processes of new market support of production; introduction of products with new qualities; use of new raw materials; changes in the organization of production and its logistics; emergence of new markets [2, 19].

The term «innovation» means innovation, novelty, change, introduction of something new. During the process of studying this concept, scientists have been divided into two groups according to the identification or delimitation of the concepts «novation» and «innovation» [3, 354].

The author considers that these categories have semantic differences in terms of the result they plan to achieve by creating an «novation» or «innovation». The innovations as «novation» covers only a few stages of the innovation process and may not be implemented in production. For example, theories tested in the education system can serve as a methodological support for creating novelties. Innovations as «innovation» solve system problems, contribute to the achievement of system goals.

The activity of creating innovations as «innovation» has a purposeful search character and is aimed at obtaining a new result. It is a holistic, long process, the basis of which is the search for a new system of activities in the context of this practice. Under the process of creating innovation is understood the full cycle from the generation of ideas, the creation of innovations and its implementation in production.

Thus, «novation» is a properly designed result of fundamental and/or applied research, development or experimental work in any field of activity, carried out to increase its efficiency and not brought to mass implementation [4, 62].

**The aim of the article** is the determination of strategic aim of higher educational establishment's innovation activity, main tasks of higher school's innovation activity.

**Presentation of the main research material.** According to the glossary, innovation activity is an activity associated with the transformation of an idea (usually the results of research and development or other scientific and technical achievements) into a new or improved technological process used in practice, or a new approach to social services.

Innovative activity of higher school allows providing civilized commercialization of knowledge and technologies, to create in the zone of influence of higher school and in the region the necessary environment for the development of knowledge-intensive production.

Innovation is characterized as commercialization of creativity [5].

According to the philosophic dictionary, «the innovation activity is the means of reproduction of social processes, of self-realization of a person, of his/her ties with the environment» [6].

In general innovation the subject classification is used, which covers the following groups of educational innovations:

- group of pedagogical and technical-technological innovations in higher education (new curricula and programs; pedagogical methods and educational technologies; manuals, textbooks and other educational materials; elements and methods of educational work in the learning process; material and technical means of teaching; information learning technologies). If these educational innovations are implemented simultaneously, then such a set can be defined as pedagogical reform;

- group of economic innovations in higher education (innovations in the field of forecasting and planning, covering the state order for teacher training; innovations in the field of financing and investing in higher education, pricing, depreciation of educational equipment, forms of entrepreneurship, etc.). Simultaneous implementation is defined as an economic reform of higher education;

- the group of social innovations in higher education covers innovations in the social status of the teaching staff, forms and methods of remuneration and motivation in the working conditions of employees of higher education; other staff innovations. The single and simultaneous application of the above-mentioned innovations can be qualified as a reform of the social sphere of higher education;

- a group of institutional educational innovations, in particular the creation of new universities, faculties, departments, training centers in new areas of training and other institutional education in higher education system; new educational standards; new specialties and specializations of personnel training; new institutional forms of integration of higher education with science and business; updating the higher education structure. Integrated institutional educational innovation can be considered as an institutional reform in higher education;

- group of political and managerial innovations, new legislative and other normative acts in the field of higher education; innovations in educational policy (in the system of priorities, strategy development), in the management of higher education (in the organizational structures of management, higher education organizations, management staff, marketing activities, etc.). This set of political and managerial innovations can be considered as a political and managerial reform of higher education.

Thus, the above groups of educational innovations are somehow related to each other and together can be qualified as a comprehensive reform of higher education [4, 66-67].

The research of organizations that successfully carry out innovation activities has allowed scientists to form a number of models of innovation. These models are comprehensive solutions to various problems related to the formation of the innovation environment and its management in order to maximize the benefits of organizational innovation.

An important step in the process of managing the generation of ideas is to define an innovation strategy. At this stage, one of the main tasks of the head is the choice of strategic directions of innovation.

The need to identify strategic areas of innovation in higher education is to expand the understanding of its capabilities. Depending on the chosen strategy, management can increase innovation efforts in certain areas by directing resources. At the same time, the manager has the opportunity to remove and add directions, thus changing the existing innovation strategy.

Thus, in our opinion, the strategic priorities for the development of innovative activities of higher education institutions are:

- active involvement of research and teaching staff, graduate students, doctoral students, applicants for higher education in the innovative activities of higher education institutions;

- orientation of scientific, scientific-pedagogical and pedagogical staff, young scientists to priority areas of research that are relevant both at the regional level and at the national and global level;

- improving the system of planning, organization and management of research, scientific and technical and innovation activities of all structural units that are part of the institution of higher education;

- improvement of the quality management system in the field of scientific research;

- improving the development of the material and technical base of innovation entities that are part of the institution of higher education;
- functioning and systematic replenishment of the bank of innovative developments of the institution of higher education and active participation in the processes of information exchange (round tables, seminars, conferences, exhibitions, etc.);
- encouragement and support of innovative scientific developments of young scientists by organizing and conducting annual competitions held on the basis of higher education institutions;
- improvement of the system of intellectual property protection of scientists of higher education institutions;
- systematic comprehensive coordination of scientific research within the institution of higher education and with regional scientific and industrial institutions to solve the problems of the region;
- ensuring the promotion of the results of research work of scientists of higher education institutions on the international market of knowledge-intensive activities;
- ensuring the leading role of higher education institutions in the innovation system of the region and the country;
- technical assistance in the organization and work of specialized scientific councils of higher education institutions;
- development of organizational forms of cooperation between higher education and regional sectors of the economy in the field of innovation;
- establishing and expanding ties with domestic and foreign institutions that are fruitfully engaged in innovation activities for joint research and testing the results of their results;
- creation of innovative scientific institutes and laboratories in the institution of higher education;
- active participation in international cooperation in the field of training of scientific personnel due to the organization of internships of scientific and pedagogical employees of higher education institutions abroad;
- development of various forms of student innovation and research work;
- introduction of pre-university innovative education in a higher education institution;
- provision of services for registration of rights and sale of intellectual property of scientists of higher education institutions on the domestic and international markets;
- active attraction of foreign investments for implementation of innovative and scientific projects of higher education institution;
- promoting and ensuring the active participation of scientists from higher education institutions in the European Union's research and innovation programs;
- dissemination and development of scientific schools and improvement of the structure of research institutes, research centers and laboratories of higher education institutions;
- systematic increase in the volume of scientific research with the financial support of higher education institutions, charitable foundations, investors, etc.;
- creation in the institution of higher education of the base of priority directions of scientific researches for use by departments, laboratories and separate scientists;
- assistance in the formation of innovative scientific and creative teams in a higher education institution in certain areas or complex problems;
- increasing the amount of funding for research in higher education due to the active participation of scientists in grant projects, budget funding, etc.;
- participation of specialists from the branches of the departments of higher education in the scientific work of the departments of the faculties during the events, including in the scientific circles of applicants for higher education;
- active preparation of innovative scientific projects on the basis of branches of departments in production by applicants for higher education, formation of research groups with the involvement of specialists of departments branches in production (potential employers);
- systematic updating of information on personal pages and websites of departments on joint research work with branches of departments in production and its results, placement of information on the websites of employers;

- systematic coverage of information on the preparation of scientific publications with a citation index on the pages and websites of departments;
- systematic provision of information on the personal websites of the departments of annotations to the results of research, indicating the practical significance and results of the implementation of research results in the activities of enterprises;
- creation of favorable conditions for conducting applied research, preparation and implementation of scientific and technical developments, technology transfer programs;
- combining the opportunities of education, science, production and business by coordinating the implementation of innovation projects by its participants and partners to accelerate the development, actual implementation of high-tech products, commercialization of research results and directing concerted action to meet the needs of the domestic market is the main goal of innovation infrastructure. higher education institution.

The strategic priorities for the development of innovation infrastructure in higher education include:

- introduction of courses for applicants for higher education on the introduction and operation of small innovative enterprises;
- thorough development of the structure of interaction of innovative and educational activities of the institution of higher education in order to improve the work of the innovative regional scientific and educational complex;
- creation of a network of innovative structures in the institution of higher education in order to ensure the integration of education, science and industry;
- acceleration of commercialization of scientific developments of scientists of higher education institutions, transfer of innovations;
- creation of business incubators in the institution of higher education for the development and support of student business projects.

Consider a set of areas of innovation and pedagogical activities for the activities of universities.

Key technological innovations are innovations in relation to key elements that are part of a product or service. In the field of higher education, key innovations include the development of new technologies for current educational products that significantly affect the final educational product.

Examples of such innovations in higher education are educational products - for example, educational computer programs, which are both elements of the educational process and independent products in the market of software and educational literature.

Service innovation is related to the innovation of the educational process and consists in changing the quality of services.

The processes of globalization and informatization, for example, have significantly changed the technology of the educational process: instead of classic lectures and seminars, virtual ones have appeared, etc. Service innovations can be based not only on information but also on management technologies.

Marketing innovation. In the field of higher education, marketing activities include the following processes: studying the needs of students in educational services, the level of their satisfaction with services, advertising and other ways to promote educational services and more. Innovations in this area can provide new ways to obtain the necessary information about the market, including improving monitoring processes, new ways to promote universities.

Innovation to increase production efficiency - includes optimization of internal processes, which speeds up work processes. Such innovations are the use of information systems, changing the rules of orders and managing information in universities.

The world is changing rapidly, and so are social institutions. The study and analysis of university education shows that today there is a process of forming a new vision of the higher education system.

The authors consider, the main principle of university education in Ukraine is a merger, a combination of two factors, including: the phenomenon of European education as a factor of

European culture, freedom and democratic traditions and national identity in optimal combination with integration into the world educational space.

The system of factors determining the quality of education at higher school consists of the following complex:

- the level of knowledge of university applicants, their personality and intellectual abilities;
- availability of all necessary equipment for the teaching process, textbooks, manuals, scientific literature, computers, etc.
- intensification of the teaching process, application of new efficient pedagogic technologies;
- quality of lectures and practical classes, quality of teaching;
- level of teachers' abilities, their qualifications, moral and material incentives for the teachers at higher school;
- orientation of research to improving the education processes at higher school;
- extending cooperation with leading universities abroad;
- improvement of the forms and methods of students' independent work;
- active introduction of information technologies in the teaching process;
- development of out-of-school forms of education work with the students;
- training of reserve pedagogic staff from higher school graduates;
- marketing, job placement, vocational guidance work [7, 80].

Innovation management in higher school will be effective if:

- the activity of the higher school corresponds to the modern tendencies of development of higher education;
- the activity of the higher school is aimed at ensuring the free comprehensive development, self-development of the personality of all subjects of the educational process and their awareness of responsibility for the results of their own innovative and pedagogical activities;
- innovation activity take place on the basis of partnerships in all areas of common activity of the subjects in educational process to ensure high-tech and innovative development of the country;
- is based on the basic provisions of strategic management and corresponds to the strategic goal of higher school development;
- the strategy of such management includes the following main stages: design, collection of information, analysis of information, forecasting, decision-making, organization of work on decision-making, performance control, coordination of changes (if necessary), analysis of the effectiveness of actions;
- is based on the following methodological approaches (systemic, synergetic, reflexive, personal-activity, strategic, dialogical);
- is based on general scientific principles and principles that determine the essence of interaction with the subjects of innovative activities of higher school;
- the relevant innovation and organizational structure has been created and is functioning in the university, which takes into account the specifics of certain types of professional activity;
- introduced a quality management system that meets the requirements and criteria of the international standard not lower than ISO 9000;
- is developed the organizational and pedagogical mechanism of realization the model of the management system of innovation activity in higher school on the basis of a reflective approach;
- there is a constant monitoring of the effectiveness of management of innovation activity in higher school.

The innovative educational projects are characterized by the interaction of the educational services market and the market of labour. The market of educational services and the market of labour have their specific features. For the market of labour, a specialist can be considered to be a final innovative product. In this connection, it is necessary to classify the innovative educational projects as such: training ones, aimed at providing new or modernized kinds of educational services; training and publishing, aimed at the creation of new textbooks, manuals, teaching aids including the electronic and multimedia ones; material and technical, aimed at the development, editing and marketing of new or modernized patterns of equipment and teaching facilities.

The innovation projects in scientific, technical and educational spheres can be classified according to the results as the projects aimed at:

- the creation of new or modernized products, technologies and services;
- the formation of new mechanisms of products (services) promotion to the market;
- the creation and development of innovation infrastructure.

**Conclusion and prospects for further development.** The higher school of today, in addition to science and research, has practically joined all functions concerning the creation of new products, i.e. acquiring new knowledge, its transformation into technical development or technology and their introduction in production, as well as training specialists for implementation of the mentioned functions. Accordingly, today's universities are real subjects of innovation activity.

Innovation activity of higher educational establishments makes it possible to provide a civilized commercialization of knowledge and technologies.

Research on the theory and practice of the main areas of innovation in higher education is considered promising.

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## СУТНІСТЬ ВИЗНАЧЕНЬ «ІННОВАЦІЯ», «ІННОВАЦІЙНА ДІЯЛЬНІСТЬ» У ВИЩІЙ ШКОЛІ

**Шарата Наталія Григорівна**

доктор педагогічних наук, доцент кафедри українознавства  
Миколаївський національний аграрний університет

**Твеліна Аліса Олександрівна**

кандидат педагогічних наук, доцент кафедри теорії та методики фізичного виховання  
Чорноморський національний університет імені Петра Могили.

**Вступ.** Запровадження ефективної системи управління в усіх соціальних сферах є одним з головних чинників забезпечення демократичного прогресу України на засадах євроінтеграційних цінностей, адже Україна як європейська держава має на меті не лише забезпечити успішні соціально-політичні та соціально-економічні реформи, а й досягти нової якості життя, гармонізації суспільних відносин.

Система вищої освіти готує фахівців, які формують основний кадровий потенціал країни. Таким чином, досить важливою є гнучка адаптація університетів до вимог соціального середовища. При цьому стратегія розвитку університетів має бути активною, адаптованою до зовнішніх реалій.

Складні умови, в яких сьогодні працюють та розвиваються заклади вищої освіти, вимагають від системи освіти постійного оновлення та реагування на економічні та соціально-культурні зміни. Слід зазначити, що одним із показників забезпечення якості системи вищої освіти є створення належних умов для розвитку інтелектуального потенціалу

суспільства. Тому виникає потреба в обґрунтуванні нових підходів до інноваційного менеджменту у вищій школі.

**Метою дослідження** є визначення сутності таких дефініцій, як «інновація», «інноваційна діяльність» та стратегічної мети й основних завдань інноваційної діяльності закладу вищої освіти.

**Результати.** Авторами з'ясовано, що інноваційний менеджмент у вищій школі буде ефективним, якщо: діяльність вищої школи відповідає сучасним тенденціям розвитку вищої школи; діяльність вищої школи спрямована на забезпечення вільного всебічного розвитку, саморозвитку особистості всіх суб'єктів освітнього процесу та усвідомлення ними відповідальності за результати власної інноваційно-педагогічної діяльності; інноваційна діяльність здійснюється на основі партнерства в усіх сферах спільної діяльності суб'єктів освітнього процесу для забезпечення інноваційного розвитку країни; базується на основних положеннях стратегічного управління та відповідає стратегічній меті розвитку вищої школи. Стратегія такого управління включає такі основні етапи: проєктування, збір інформації, аналіз інформації, прогнозування, прийняття рішень, організація роботи з прийняття рішень, контроль ефективності, узгодження змін (за необхідності), аналіз ефективності дій; ґрунтується на таких методологічних підходах (системний, синергетичний, рефлексивний, особистісно-діяльнісний, стратегічний, діалогічний); ґрунтується на загальнонаукових засадах та принципах, що визначають сутність взаємодії із суб'єктами інноваційної діяльності вищої школи; в університеті створена та функціонує відповідна інноваційно-організаційна структура, яка враховує специфіку окремих видів професійної діяльності; запроваджено систему управління якістю, що відповідає вимогам та критеріям міжнародного стандарту не нижче ISO 9000; розроблено організаційно-педагогічний механізм реалізації моделі системи управління інноваційною діяльністю у вищій школі на основі рефлексивного підходу; здійснюється постійний моніторинг ефективності управління інноваційною діяльністю у вищій школі.

**Оригінальність.** Уперше зосереджено увагу на інноваційній діяльності закладів вищої освіти, що дає змогу забезпечити цивілізовану комерціалізацію знань і технологій.

**Висновок.** Сучасна вища школа, окрім науки та досліджень, практично об'єднала всі функції щодо створення нових продуктів, тобто отримання нових знань, перетворення їх у технічну розробку чи технологію та впровадження їх у виробництво, а також підготовку спеціалістів для впровадження із вищезазначених функцій. Відповідно, сучасні університети є реальними суб'єктами інноваційної діяльності.

**Перспективними** вважаються дослідження з теорії та практики основних напрямів інноваційної діяльності у вищій школі.

**Ключові слова:** заклад вищої освіти, інноваційна стратегія, інноваційна діяльність, стратегічна мета, вища школа.

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