

# Modern Paradigm of Organization of the Management Mechanism by Innovative Development in Higher Education Institutions

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## Summary

The development of the education system and the labor market today requires new conditions for unification and functioning, the introduction of an innovative culture in the field of Education. The construction of modern management of innovative development of a higher education institution requires consideration of the existing theoretical, methodological and practical planes on which its formation is based. The purpose of the article is to substantiate the modern paradigm of organizing the mechanism of managing the innovative development of higher education institutions. Innovation in education is represented not only by the final product of applying novelty in educational and managerial processes in order to qualitatively improve the subject and objects of management and obtain economic, social, scientific, technical, environmental and other effects, but also by the procedure for their constant updating. The classification of innovations in education is presented. Despite the positive developments in the development of Education, numerous problems remain in this area, which is discussed in the article. The concept of innovative development of higher education institutions is described, which defines the prerequisites, goals, principles, tasks and mechanisms of university development for a long-term period and should be based on the following principles: scientific, flexible, efficient and comprehensive. The role of the motivational component of the mechanism of innovative development of higher education institutions is clarified, which allows at the strategic level to create an innovative culture and motivation of innovative activity of each individual, to make a choice of rational directions for solving problems, at the tactical level – to form motives for innovative activity in the most effective directions, at the operational level – to monitor the formation of a system of motives and incentives, to adjust the directions of motivation.

The necessity of the functional component of the mechanism, which consists in determining a set of steps and management decisions aimed at achieving certain goals of innovative development of higher education institutions, is proved. The

monitoring component of the mechanism is aimed at developing a special system for collecting, processing, storing and distributing information about the stages of development of higher education institutions, prediction based on the objective data on the dynamics and main trends of its development, and elaboration of recommendations.

## Keywords:

*innovative development, use of modern information technologies, management, higher education institution, improving the quality and competitiveness of education, innovative activity, concept of innovative development of higher education institutions.*

## 1. Introduction

Global processes of globalization, their impact on the general trends in the development of the national economy of Ukraine, the integration of domestic science and education in the world scientific and educational space, the growth of intellectual and spiritual potential of society, the training of a new generation of people, the use of modern information technologies, require innovative development of Education, drastic changes aimed at improving its quality and competitiveness.

The development of the education system and the labor market today requires new conditions for unification and functioning, the introduction of an innovative culture in the field of Education. The quality of modern education depends entirely on the combination of the educational process, modern scientific research, and innovation in higher education. [15].

**The purpose of the article is** to substantiate the modern paradigm of organizing the mechanism of managing the innovative development of higher education institutions.

## 2. Analysis of recent research and publications

L. Burkova refers to the organizational structure of innovation activity stages, each of which has its own content specifics, performs specific functions and is a complex structural phenomenon [1].

L. Danilenko recognizes innovation in education not only as the final product of applying novelty in educational and managerial processes, but also as a procedure for their constant updating [2].

A. Dubasenyuk divides innovations in education into groups and classifies them [3].

V. Pirus identifies factors that significantly complicate the development of higher education institutions in Ukraine [15].

G. Klimova highlights the real problem of inconsistency between the needs of the modern labor market and the needs of the development of the higher education system, where the educational paradigm requires significant modernization [8].

A. Krasilnyk highlights the problems associated with the martial law in Ukraine, budget financing of Education, limited volume, inefficient and imperfect use of available financial resources of higher education institutions [10].

A. Kasich shows various possibilities of using non-state sources of financing for higher education institutions, which are very limited [6].

A. Galus provides an analysis of the principles of pedagogical management of educational processes in a step-by-step institution of Higher Education [4].

O. Romanovsky claims that the formation of the economic component of the mechanism for managing the innovative development of higher education institutions will allow successfully commercializing the results of their research and complex developments and effectively using their main and auxiliary resources for commercial purposes [18].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. discovers the educational objects of multimedia learning technologies: intensification of all levels of the educational process, improving its efficiency and quality; application of the social order caused by the informatization of modern society (training of specialists in the field of informatics and computer technology; training of the user of multimedia technologies); creation of an open education system that optimizes the dynamics of the trajectory of self-education; regular integration of subject areas of knowledge; progress of creative potential of the student, his ability to communicative actions; construction of skills in organizing and conducting experimental research activities; culture of educational work; change and formation of information culture of students [19].

Kuchai, O., Hrechanyk, N., Pluhina, A., Chychuk, A., Biriuk, L., & Shevchuk I. in the article considers the world

experience in the use of multimedia technologies and the formation of information culture of the future primary school teacher. In recent years, there has been a noticeable trend in the use of computers in education, of particular interest is the pedagogical field. Noteworthy, in particular, the world experience of using multimedia technologies, which shows that the information space is constantly changing. Multimedia technologies depend on the development of information and communication technologies in any open democratic society. The formation of information culture of the teacher is based on information education, designed to prepare teachers for life and work in modern information conditions, to teach younger students to perceive, understand a variety of information, to understand the peculiarities of its impact on the psyche. The information culture of primary school teachers is a certain level of information competence of the specialist, allows him to self-realize in the process of creative information activities through the use of information technology, prepares for independent education [11].

Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. light up the comprehensive analysis of the capabilities of multimedia teaching tools gave grounds for identifying the didactic functions that they perform. Several areas of multimedia application are described. Multimedia technologies make it possible to implement several basic methods of pedagogical activity, which are traditionally divided into active and passive principles of student interaction with the computer, which are revealed in the article. Important conditions for the implementation of multimedia technologies in the educational process are indicated. The feasibility of using multimedia in education is illustrated by examples [16].

Kalichak, Yu., Kondratska, H., Martynets, A., Pysarevska, O., Kubitskyi, S., Tombulatova, I. during the pandemic, emerge new and modified learning strategies, which actualize the research problem of innovation in modern pedagogy. The development of information and communication technologies in the educational sphere due to the needs of different participants (administrations of educational institutions, students, parents, and teachers) has led to the rapid development of digital tools and their use in learning activities. The article aimed to identify practical features of innovative learning strategies in modern pedagogy [5].

Oseredchuk, O., Drachuk, I., Teslenko, V., Ushnevych, S., Dushechkina, N., Kubitskyi, S., & Chychuk, A. in the article identifies the problem of monitoring the quality of higher education in three main areas, which are comparative pedagogical systems of education. The first direction is determined by dissertation works, the second - monographs and textbooks, and the third reveals scientific periodicals. According to its internal structure, monitoring the quality of education combines important management components

identified in the article (analysis, evaluation and forecasting of processes in education; a set of methods for tracking processes in education; collecting and processing information to prepare recommendations for research processes and make necessary adjustments). The conditions under which the effectiveness of pedagogical support of monitoring activities in the process of distance learning is achieved are highlighted. According to the results of the survey, the problems faced by higher education seekers are revealed. A survey of students was conducted, which had a certain level of subjectivity in personal assessments, but the sample was quite representative [14].

### 3. Research methods

To solve the problems, theoretical research methods were used: analysis of pedagogical, methodological, special literature to study the state of research of the problem; method of analysis and synthesis during the consideration of educational and methodological documentation; structural and system analysis to study structural elements, features of the content, forms and methods of educational activities; predictive method to substantiate possible ways to use positive ideas of experience in other institutions of higher education; method of generalization and concretization to formulate the conclusions of the study.

### 4. Results and discussion

In pedagogy, the concept of "innovation" is used in the following meanings: the form of organization of innovation activities; a set of new professional actions of the teacher aimed at solving actual problems of education and training from the standpoint of personality-oriented education; changes in educational practice; the complex process of creating, distributing and using a new practical tool in the field of technology, pedagogy, scientific research; the result of the innovation process. [9].

Innovation in education is not only the final product of applying novelty in educational and managerial processes in order to qualitatively improve the subject and objects of management and obtain economic, social, scientific, technical, environmental and other effects, but also the procedure for their constant updating. L. Danilenko points out that the core, the basis of any innovation is a new idea; its source is its research activity of a scientist or the search practice of a teacher, leader, and the carrier of innovation is a creative person, an experimenter-researcher. [2].

The organizational structure of innovation activity includes diagnostic, prognostic, organizational, practical, generalizing, implementation stages, each of which has its own content specifics, performs specific functions and is a complex structural phenomenon [1]. The structures of innovation activity are connected not only by horizontal, but

also by vertical connections. Each component of any structure is implemented in components of other structures, since they all form a single system.

Innovations are classified according to the object of influence (pedagogical, socio-psychological, organizational and managerial), the level of distribution (system-methodological and local-technological) and the innovative potential of the new (radical, modification, combinatorial). The object of influence of the results of pedagogical innovations is qualitative changes in the education and training of pupils. The introduction of innovations of a special psychological orientation contributes to improving the microclimate in the educational environment, forms a high level of culture of relations between the subjects of the educational process. Innovations of the organizational and managerial type ensure the introduction of modern forms and methods of management, help to overcome stereotypes of conservative leadership style, and form new partnerships. The spread of innovations at the system and methodological level is introduced within the general system. The local-technological level of innovation involves testing personality-oriented innovative methods and systems at individual educational facilities. According to the innovative potential of the new, radically new ideas are innovations in education that are introduced based on radically new means (information and computer technologies, neuro – linguistic programming, etc.). Modification innovations are those aimed at improving the content, forms, and methods of the "educational process" and the organization of Education. Combinatorial innovations are called Modern Innovations – educational and pedagogical traditions adapted to the new socio-cultural environment [3].

Innovations in the education system have a dual focus. They provide for changes not only in the system of pedagogical training itself, but also have mandatory consideration of changes occurring in all types of educational institutions, as well as historical and pedagogical trends in this area.

Traditionally, innovations in education are divided into the following groups (classification):

1. Depending on the scope of innovation.
2. Depending on the scale of conversions.
3. Depending on the innovation potential.
4. Depending on the position relative to its predecessor.
5. Depending on the place of occurrence.
6. Depending on the time of occurrence.
7. Depending on the field of pedagogical knowledge [3].

Achieving the results expected from the implementation of an innovative pedagogical process also depends on the motivation of performers. Participants in the innovation process, in addition to the willingness and desire to introduce innovations, must have the appropriate qualifications to perform the duties assigned to them. In practice, it often happens that a teacher can successfully

implement the requirements of the program in the educational process, master various methods, but at the same time not feel the need for new things precisely because of the lack of creative potential in the structure. Therefore, a necessary condition is special training of the teacher, self-awareness of new activities, and an internal attitude to search.

Despite the positive developments in the development of Education, numerous problems remain in this area. Thus, at the present stage of development of higher education institutions in Ukraine, a significant problem is the formation of insufficiently effective mechanisms for interaction between authorities, educational institutions, employers, trade unions, professional associations for the purpose of training and vocational training, which significantly limits the employment opportunities of graduates of educational institutions, reduces the efficiency of training costs, slows down the innovative development of both higher educational institutions and the economy as a whole.

The following factors significantly complicate the development of higher education institutions in Ukraine: war, economic and political instability; demographic decline in Ukraine; weak material and technical bases of higher education institutions; insufficient level of autonomy of higher education institutions. Inefficiency of the system of economic mechanisms for providing resources for educational activities; reduced quality of education and falling level of knowledge and skills of students; weak integration of Higher Education Institutions of Ukraine into the world educational and scientific space; decreased confidence of employers in graduates of higher education institutions, as a result, reduced motivation of students to acquire high-quality modern knowledge and obtain the necessary competencies. Low level of innovation in the activities of higher education institutions; insufficient level of motivation of leading, scientific, and pedagogical personnel of universities to actively improve, develop and ensure the quality of educational programs. [15].

Now there is a real problem of inconsistency between the needs of the modern labor market and the needs of the development of the higher education system. The educational paradigm needs significant modernization. In this regard, both the entire system of Ukrainian higher education and each specific institution of higher education in Ukraine separately are in a difficult situation. Because today there is neither a theoretical basis for making project decisions that is clear to everyone, nor the readiness of employees of higher education institutions for such a drastic change, nor adequate resources. Each institution of higher education is determined in this situation independently, spending a lot of effort on the development of scientific and methodological documentation. [8].

In addition, there are significant problems related to the martial law in the country, budget financing of Education,

limited volume, inefficient and imperfect use of available financial resources of higher education institutions [10].

The use of non-governmental sources of funding for higher education institutions is very limited due to various circumstances. An obstacle to financial assistance to education from enterprises and financial structures is the lack of transparency of the budget process both at the level of individual educational institutions, and at the level of a district or city. It is difficult for non-governmental organizations or charities to enter into contractual relationships with educational institutions because they cannot hire employees to perform professional tasks. The use of educational lending mechanisms is also limited [6]. Also, the need to update the material and technical base of higher education institutions causes a significant dependence of educational institutions on funds received as tuition fees for contract students[15]

In Ukraine, there is a situation where the struggle of higher education institutions for their own viability has led to the commercialization of state educational institutions that is dangerous for the higher education system. This inevitably led to a decrease in the requirements for applicants, for the quality of education, and for the loss of the traditionally high level of professional training of graduates. Admission of contract employees, practically, out of competition and without any restrictions, in the absence of methods of working with poorly trained students at the school level, with a functional focus on mass, online training of specialists reduces the quality of qualified specialists produced by large state institutions of Higher Education.

The solution of existing problems and the formation of strategic tasks facing the national education system in modern economic and socio-cultural conditions is impossible without purposeful progressive growth of higher education institutions in Ukraine, which will be based on appropriate conceptual foundations. The concept of innovative development of a higher education institution is a holistic and systematic understanding of the directions of development of a higher education institution, determining the strategic goals and objectives of the higher education institution's activities. Ways to increase its competitiveness in the market of educational services with modern technologies and best practices of leading higher education institutions.

According to V. Pirus, the concept of innovative development of higher education institutions defines the prerequisites, goals, principles, tasks and mechanisms of university development for a long-term period and should be based on the following principles: scientific, flexible, efficient and comprehensive. [15]

The principle of scientific activity involves using the results of scientific research when forming specific goals, setting tasks, content and methods of solving any problem. This principle involves the use of the latest achievements in

pedagogy, psychology, economics, management and disclosure of cause-and-effect relationships of phenomena, processes, events, and the inclusion in the means of teaching scientifically proven knowledge that corresponds to the current level of science development.

The institution of higher education as a system operates in a dynamic environment, so timely response to changes is the basis for ensuring the principle of flexibility of universities' activities. Changes in the external and internal environment require rapid adjustment of the development strategy, which will ensure the effectiveness of the higher education institution's activities. In addition, insufficient attention to situational planning of competitive behavior leads to crises, a decrease in the number of students, and a decrease in reputation.

The principle of complexity provides an opportunity to consider complex objects in an indissoluble unity, interdependence and mutual influence of all structural elements: goals, tasks, principles, methods, forms, organization, and mechanism of functioning. This principle makes it possible to determine the degree of compliance of all components of the system with each other in objects subject to management influence, the effectiveness of the functioning of certain structures. [4].

The use of the principle of complexity makes it possible to systematically approach the development of all areas of activity of higher education institutions.

The principle of effectiveness assumes that the results obtained by a higher education institution correspond to the established goals. This is not only about comparing the results and goals of higher education institutions, but also about the efficiency of using budget funds.

It is advisable to consider the effectiveness of higher education institutions both from the point of view of their social significance for society, and from the point of view of market relations, which implies an assessment of their economic and technological effectiveness.

The purpose of the concept of managing the innovative development of higher education institutions is to determine the strategic goals of each higher education institution and directions for increasing its competitiveness in the market of educational services through the use of modern technologies and best practices of leading higher education institutions in Ukraine and the world, taking into account the basic principles of the development of domestic higher education, its integration into the European educational space and the Bologna Process.

The formation of tasks of the concept should be carried out according to the components of innovative development of higher educational institutions, which will increase the efficiency of each university's activities both for each component and in general.

Financial support for the implementation of the concept should be provided at the expense of the state budget, funds of individuals and legal entities, own funds of the

University, investments of national and foreign investors, programs of international technical and financial assistance, as well as other sources not prohibited by law.

The concept of innovative development of higher education institutions should contain the following sequence of stages: assessment of the market of educational services in Ukraine; determination of the competitive position of a higher education institution in the market of educational services; development of methodological tools for assessing the innovative development of an institution of higher education. Development of a strategy for innovative development of an institution; development of a mechanism for managing the innovative development of an institution; assessment of the effectiveness of innovative development of a university; development of a model for monitoring the innovative development of an institution of higher education by its components. [15]

The first stage of innovative development of a higher education institution provides for an assessment of the educational services market in Ukraine. At this stage, the analysis of the main indicators and trends in the development of the higher education system in Ukraine is carried out, in particular, the number of students, institutions and costs for higher education. The dynamics of the student population in Ukraine in absolute terms reflects both the demographic trends that have taken place and are taking place in the country, and the attitude of society to higher education. The dynamics of the ratio of the student population to the total population of Ukraine is also significant. [12].

At the second stage, the competitive position of a higher education institution in the market of Educational Services is determined. Universities can be evaluated at local, state, regional, continental, and global levels. Each rating provides specific goals and has corresponding target user groups. Rating assessment of the activities of higher education institutions of all forms of ownership is an integral part of the national monitoring of Higher Education. The results of the rating reflect preferences and satisfaction with the education received by graduates and employers, and the rating of higher education institutions is determined by the quality of professional and practical training of specialists. From this point of view, the rating of higher education institutions is an important element for representatives of the labor market and education authorities. To determine the competitive position of a higher education institution, it is necessary to analyze the place of the University in the ratings during the study period.

At the third stage, the development of methodological tools for assessing the innovative development of higher education institutions is carried out, which includes the choice of assessment methods and the creation of a database of indicators for calculating the innovative development of higher education institutions based on the components of innovative development.

At the fourth stage, a strategy for innovative development of higher education institutions is being developed. In Ukraine, the theory and practice of strategic management has not yet achieved proper development due to difficult business conditions, lack of funds for the implementation of innovative projects and processes, and scientific technologies. Only 30% of Ukrainian higher education institutions systematically implement strategic management of an educational institution and have a clear unique mission. [7]. At this stage, the strategic goals of the higher education institution are determined, the tasks of managing the institution taking into account problematic situations, as well as setting tasks that will contribute to achieving the goal of the concept of innovative development of the higher education institution and implementing its management strategy.

At the fifth stage, the development of a mechanism for managing the innovative development of higher education institutions is carried out, which includes the formation of a set of measures, principles, methods, levers, tools and necessary for the implementation of the main provisions of the concept of innovative development of higher education institutions.

At the next stage, criteria for evaluating the effectiveness of the implementation of the concept of managing the innovative development of a higher education institution are selected, a number of indicators characterizes each of which. The selection of indicators is carried out based on the following requirements: the meters used must record the actual level of efficiency and at the same time take into account the tasks of analyzing and managing economic processes based on identifying various cause-and-effect relationships. Assessment of the effectiveness of innovative development should reflect the degree of compliance of the obtained result with the set goal.

The final stage of implementation of the concept is the development of a monitoring model in the management of innovative development of higher education institutions by its components, which will allow timely response to changes in the macroeconomic and microeconomic environment of higher education institutions and adjust the strategy and mechanism of innovative development. [15].

Thus, the functioning of a modern higher education institution in a market economy requires constant systematic dynamic transformations of its subsystems within the framework of strategic goals established by the higher education institution to ensure sustainable innovative development. Therefore, the urgent goal of improving the management system of higher education institutions is to create conditions for stable innovative development by rationalizing and integrating all processes in the management system and developing an effective mechanism for innovative development. This is explained, on the one hand, by the set of multi – level goals of management objects and subjects, which must have a high

level of consistency, and on the other, by the complexity of their harmonization. [7].

In the modern scientific literature, there is no consensus on the essence of the concept of "mechanism of innovative development" [15].

The term "mechanism" in most cases is used in the process sense with a concretizing word, for example, management mechanism, counteraction mechanism, development mechanism. In most cases, scientists, offering their interpretation of the category "mechanism", focus only on the constituent elements of this complex category. That is, the interpretation of the concept of "mechanism" is carried out with an emphasis on certain aspects of it, but all researchers agree that the mechanism is a complex, multidimensional system [2]. Thus, the mechanism for managing the innovative development of higher education institutions is a complex system that includes organizational, motivational and financial approaches, methods and principles of innovation policy formation, which ensure the growth of the competitiveness of higher education institutions, the level of its socio-economic development and the quality of educational services.

The mechanism should contain interrelated principles, methods, and levers that are aimed at achieving the strategic goals and mission of the higher education institution.

An effective mechanism for innovative development of higher education institutions begins with effective organizational steps, which based on the organizational component of the mechanism and includes building a system of relationships between the structural elements of the mechanism and establishing relationships between all divisions of the enterprise.

The economic component of the mechanism for managing the innovative development of higher education institutions is responsible for the strategic management of the innovative development of the University. In addition, it is associated with the development of goals, programs, projects taking into account the economic state of the institution of higher education, studying the market of educational services, using modern marketing tools and ensuring the effective implementation of non-budgetary activities of the institution.

The list of paid services that can be provided by a higher education institution, other institutions of the education system that belong to the state and municipal forms of ownership allows us to qualify these services in the following main areas:

- in the field of educational activity,
- in the field of scientific and technical activities,
- technological, search and design and search operations,
- the sphere of international cooperation,
- in the field of healthcare, recreation, leisure, recreation, tourism, physical education and sports,
- in the field of household services,

– in the sphere of housing and communal services [13].

The formation of the economic component of the mechanism for managing the innovative development of higher education institutions will allow successfully commercializing the results of their research complex results and effectively using their main and auxiliary resources for commercial purposes. Successfully developing and implementing innovations (innovative technologies), spin-off (spinout) enterprises and launching Start-Up companies (getting an economic effect from this), having an entrepreneurial vision and entrepreneurial skills (character traits), finding and effectively using entrepreneurial opportunities in their educational and scientific activities [18].

In the conditions of insufficient financial resources, further reform of the higher education system requires ensuring the implementation of measures to form the financial subsystem of the mechanism of innovative development of higher education institutions in Ukraine, especially taking into account the consequences of the financial and economic crisis.

The use of the motivational component of the mechanism of innovative development of higher education institutions will allow at the strategic level to create an innovative culture and motivation for innovation activity of each individual. To make a choice of rational directions for solving problems, at the tactical level – to form motives for innovation activity in the most effective directions, at the operational level – to monitor the formation of a system of motives and incentives, to adjust the directions of motivation.

The functional component of the mechanism is to determine a set of steps and management decisions aimed at achieving certain goals of innovative development of higher education institutions.

The monitoring component of the mechanism is aimed at developing a special system for collecting, processing, storing and distributing information about the stages of development of a higher education institution. Prediction on the basis of objective data on the dynamics and main trends of its development, and developing scientific justification for recommendations for making managerial decisions to improve the efficiency of the educational institution.

The monitoring component is an important element of the mechanism for managing the innovative development of higher education institutions, as it allows you to eliminate possible miscalculations in a timely manner and develop a strategy for further development of the University.

The implementation of the mechanism for managing the innovative development of higher education institutions should not occur because of local actions and the introduction of individual innovative products, but should be based on a systematic approach, taking into account both market transformations and the possibilities of state regulation of innovative processes in the higher education

system. In addition, the mechanism of innovative development of higher education institutions should be based on the interaction of higher education institutions with business entities, state authorities and local self-government bodies. The mechanism of innovative development of a higher education institution should contain the following elements: subject, object, methods, levers, tools, principles, functions, goals, tasks, factors of influence and the system of providing the mechanism. Thus, the growing pace of scientific and technological progress, the intensification of innovative processes in the global economic system encourage business entities, including higher educational institutions, to constantly introduce the achievements of Science and Technology into their own activities, to accelerate the use of new technologies and innovative management methods. Despite the difficult economic conditions, domestic universities also face a strategic task of joining innovation processes in order to successfully integrate into the World Environment and strengthen their own competitiveness. [15].

## Conclusions

The effectiveness of the processes of innovative development of higher education institutions depends on the well-established mechanism for managing these processes and the coordinated interaction of individual components of the mechanism.

Innovation in education is represented not only by the final product of applying novelty in educational and managerial processes in order to qualitatively improve the subject and objects of management and obtain economic, social, scientific, technical, environmental and other effects, but also by the procedure for their constant updating. The classification of innovations in education is presented. Despite the positive developments in the development of Education, numerous problems remain in this area, which is discussed in the article. The concept of innovative development of higher educational institutions is described. The role of the motivational component is clarified, the need for a functional component and a monitoring component of the mechanism of innovative development of higher education institutions is proved. We see prospects for further research in substantiating the economic component of the mechanism for managing the innovative development of higher education institutions.

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