THE CONCEPT AND CLASSIFICATION OF EDUCATIONAL INNOVATIONS

Modern, high-tech world challenges education, so it is necessary to break and request innovations in the educational sphere. This is primarily due to the need to improve the quality and efficiency of education, training qualified specialists for all sectors of the national economy, as well as increasing the level of development, competition, prestige of the country and, ultimately, the national security of the state.

Theoretical and methodological prerequisites for the introduction of innovations in educational activities have been studied by scientists and practitioners, namely: Andrushchenko V., Bekh I., Danylenko L., Ilyukhina L., Kozlova O., Nikols A., Pashchenko O., Slastonina V., Vaschenko L., Yakovenko L., Zhuravlov V. and others. However, solutions require clarification of the definition of the term "educational innovation" itself, the definition of the prioritization of innovation activities in the educational sphere, the formation of a database of innovations in education and their qualifications, innovation management in education, their expertise and financing, the establishment and protection of intellectual property rights to educational innovation.

Given the existing definitions of innovation in education and the Law of Ukraine "On Innovation Activity" [2] we should talk about "innovations in education" or "educational innovations" and consider and call "newly formed or improved competitive technologies, products or services, as well as organizational and technical solutions of administrative, educational, commercial or other nature that seriously improve the stricture and quality of the educational process.

Educational innovations as a specific category is characterized by such features as:
- purposeful changes that introduce new stable elements (innovations) into the sphere of education, causing its transition from one qualitative state to another;
- changes in the goals and results of education (because of its content) and changes in the ways of achieving it (through the forms, nature and organization of the educational process);
- presence of specific features related to socio-psychological and other aspects of pedagogical activity;
- innovative changes can be initiated at any level of the educational system;
- innovative changes must be made in the activities and thinking of all participants in the educational process;
- continuity and direction for continuous improvement of the existing system;
- implementation of appropriate mechanisms of education quality management;
- effectiveness of implementation of a particular innovation largely depends on the level of favorability to innovative changes of the system (implementing innovation) and the presence of real opportunities to implement (implement) the innovation, i.e. [5].

There are various classification systems of educational innovations, and most of them are based on the "classification systems" of innovation and do not take into account the specifics of the educational sphere.

Despite this, the scientist Melnykova O. singles out the following innovations in higher education:
- technological (which include new learning technologies, educational programs;)
- terms of study, student enrollment criteria, educational and methodical materials, etc.)
- pedagogical (which include new forms of organization of classes);
The driving force of science and trends in its development

- organizational (involve the emergence of new organizational structures and institutional forms in the field of education: standard types of educational institutions and institutions, reorganization of the structure of the higher education system, etc.)

- economic (consisting of the latest economic devices in the field of education: diversification of funding sources of educational institutions, introduction of the latest forms of payment for educational services; development of modern mechanisms of tax and credit obligations, new mechanisms of labor remuneration in the field of education, etc.) [3, pp. 19-24].

  Researcher Burkova L. categorizes educational innovations:
  - by the level of novelty (radical, partial novelty, local novelty);
  - by the scale of novelty (new system, updated system or its structural elements, system update) [1].

  Scholar Vakulenko V. divides innovations according to such criterion as the way of implementation into:
  - changes that are carried out within the traditional educational system and its base (personnel, material support, etc.) due to systemic changes, developments in society involving new educational elements;
  - changes in the traditional educational system carried out through diffusion (adaptation) and cultural transfer (transfer) of holistic samples of Western school pedagogy in the situation of national education [4].

  The most complete classification of innovations was carried out by Yarovenko T., who reduced all classification features into three groups.

  1) factors of emergence divided on: economic importance, scale of the goals and the period of action, method of emergence, degree of use of the results of scientific knowledge;

  2) factors of introduction divided on: sources of financing, types of implementation, implementation scale, socio-pedagogical weight, sphere of implementation, duration of production and action, complexity of implementation, moment of decision-making, pace, degree, feasibility of implementation);

  3) factors of impact and consequences divided on: signs of connection with other innovations, possibility of predicting the consequences, importance in the reproduction process, depth and scope of changes made, type of results, level of efficiency and effectiveness [5].

Conclusions. To effectively implement the process of developing and implementing educational innovations, the following steps should be followed: the creation of innovations involving the analysis of educational activities and the identification of problematic issues, design, testing and examination of innovations); problematic issues, design, testing and examination of innovations); dissemination of innovations (preparatory stage, information campaign, support for the introduction of innovations, marketing analysis of the market and the results of innovation); assimilation of innovation (analysis of the educational system and finding bottlenecks, search for innovation, alternative analysis of existing innovation promising educational activities, implementation of innovation, evaluation of change, institutionalization of innovation); educational (educational process).

References: