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IMPLEMENTATION OF INNOVATIVE MANAGEMENT FORMS IN THE HIGHER EDUCATION REFORM SYSTEM OF UKRAINE

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Abstract. The article presents theoretical research on the innovative reform of the public power of Ukraine as a priority task of European integration and ensuring social and economic stability in the conditions of post-war recovery. However, it is determined that the modern experience of reforming the management system of higher education indicates the presence of several problems that prevent their implementation in the field of public authority. The main contradictions related to the peculiarities of state management innovations are related to the environment of implementation, scale and resource provision, and readiness of authorities to carry out organizational changes. Based on the research on the theoretical and practical prerequisites for the application of innovative practices, system-wide, functional, and instrumental gaps were identified. The author noted the need to establish cooperation between institutions of higher education and institutions of civil society (public associations of various orientations, united territorial communities) as an important prerequisite for further reform. The organizational features of ensuring the effective work of education management bodies and higher education institutions in remote and remote cooperation conditions have been revealed. In the future, it is advisable to focus on monitoring the effectiveness of the implementation of the strategy for the development of higher education until 2032, the implementation of strategic goals, and priority directions.

Key words: public administration, higher education system, innovative management, strategic planning, management technologies, reforming the higher education system.

Introduction. Ensuring the innovative orientation of the development of higher education institutions guarantees the effective training of graduates, increasing the level of integration of educational services to the conditions of the modern unstable labor market. Following current socio-economic conditions, the strategy of public management of higher education institutions should be implemented taking into account the innovative potential of a specific institution. The relevance of the problem of implementing an innovative model of management of a higher education institution is determined by the constant growth of society's demands for education as a whole, the rapid development of high technologies, mutual integration of theoretical and applied tasks by globalization trends. Scientists call the main functions of managing the innovative model of a higher education institution informative, motivational, developmental, and coordinating. The modern educational process is impossible without innovative renewal, involvement of new technologies, approval, and adaptation of the content of education. Analysis of the educational systems of higher education institutions of Ukraine from the point of view of development potential and design of all components of the educational space is one of the most important directions and resources for the quality of modern education (Sokolova, 2021:176). A special role in the current stage of higher education management reform is played by the mechanism of overcoming difficulties in achieving modernization goals following European and global standards (Borodienko, 2022: 102). Overcoming the contradiction between the mass nature of education and its personally-oriented content, between the standards of education and the values of self-expression in the self-realization of future graduates, and their competitiveness in the labor market. At the diagnostic and conceptual stage of the research, an analysis of the

conceptual and categorical apparatus and terminology was carried out. Thus, according to the Law of Ukraine "On Innovative Activities" and the provisions "On the Procedure for Implementation of Innovative Educational Activities", the term "innovative management of educational institutions" is defined through the concepts of "innovation" and "educational innovation". The term "innovation" was first introduced by J. Schumpeter in 1912 in the work "Theory of Economic Development", that is, it is defined by an economic category (Schumpeter, 2011: 80). The most expedient in the context of the relationship between managerial educational processes and innovative activity is the use of the concept of "innovation" as a form of managed development and purposeful changes that introduce new stable elements into the environment. Thus, "innovative management" should be understood as new and (or) improved organizational and technical solutions of an administrative nature, which can significantly improve the functioning of the entire educational organization. Currently, the essence and content of the main theories, culture graduates, and their competitiveness organization, which are involved in the implementation of state policy and are widely used in global management practice, are widely covered in the scientific literature. Clarifying the essential and substantive evolution of the concept of "innovative management in the management of higher education institutions" requires providing an author's understanding of the forms of innovative management that can be applied in the management of the reform of the higher education system. Currently, there are numerous interpretations and definitions of the concept of "innovation management", which can be used depending on the context, scope, and research goals. It is enough to mention P. Mykytiuk's definition in the fundamental work "Innovation Management", which analyzed and clarified the general theory and methodology of the foundations of management of the processes of innovative development of the organization, the problems of forecasting, planning of life cycles taking into account external and internal factors (Mykytiuk, 2019: 340). The systematic nature of the reform of higher education in Ukraine is considered a purposeful way of introducing state-management innovations in the public authority, based on the sequential implementation of the stages of mastering innovations, mutual adaptation, implementation, and institutionalization of innovations (Kroitor, 2022: 52).

The main part of the article. The purpose of the article is a thorough analysis of important processes that are currently taking place in the system of public management of higher education at the expense of determining the role of innovative management forms and their application in conditions of uncertainty in the destabilization of the socio-economic situation of Ukraine, which was caused by armed aggression on the part of the Russian Federation (Vitrenko, 2022: 195). The article is devoted to solving current problems that currently characterize the entire system of higher education and searching for optimal ways to stabilize destructive internal processes. Achieving the main direction of reforming the higher education system is possible under the condition of joint and clearly defined activities of subjects of state management of higher education, public self-government bodies, and stakeholders, who currently have a powerful influence on society as a whole. However, currently, the management mechanisms for applying innovative forms of management in the restoration of higher education are insufficiently developed (Postupna, 2021: 53). The further complication of the functioning of higher education as an object of management in today's complex conditions necessitates the improvement of public management mechanisms to ensure optimal conditions for the development of the industry as a whole (Semenets-Orlova, 2014: 219). Revealing the essence and features of innovative management forms will make it possible to specify system-forming structural elements and follow the nature of interaction to determine the effectiveness of the proposed system (Shvets, 2012: 30). The formulation of the general definition of innovative management creates conditions for monitoring the transition to the definition of the concept of "innovative management in the management of higher education institutions" in domestic science.

Research material and methods. General scientific and special methods were used to implement the scientific goal of the research and to solve the created tasks, in particular, the method of structural

and functional analysis of the higher education system of Ukraine, the method of comparative analysis of reform directions by the European educational system, the method of content analysis of the latest domestic and European documents in the field of higher education, a method of modeling and forecasting to develop the main directions of reforming public management activities in the system of higher education. The theoretical and empirical basis of the research is the scientific works of domestic scientists and managers dedicated to the study of the reform of the higher education system of Ukraine, reference literature, and data of national statistics. Thus, the theoretical analysis carried out shows that the implementation of the innovative management model consists in determining promising directions of development by the specific conditions and features of the institution of higher education, putting the innovative potential into action, in the development and implementation of updated content, forms and means of the educational process. The emergence of new educational systems, in particular, credit transfer, degree, developmental, and profile) and the introduction of innovative components directly into the content of education can guarantee sustainable development for institutions of higher education.

Results and their discussion. The results of the study of the conceptual foundations of modern management revealed the low efficiency and weakness of authoritarian management methods, which still dominate the activities of organizational formations in the post-socialist space, where Ukraine is no exception. In our opinion, the following concepts are innovative for Ukrainian education, as well as those that have a certain perspective on the territory of our country: the liberal paradigm of education management, the axiological paradigm of education management V. V. Kryzhko (Kryzhko, 2005: 120) the synergistic paradigm of education management V. G. Kremin (Kremin, 2014: 202) the self-regulatory paradigm of education V.P. Bekh (Bekh, 2009: 376). The conceptual basis of the model of the innovative institution of higher education is based on the philosophy of education, which corresponds to the values of the "open society". The system of higher education should provide conditions for the development of a multicultural conscious citizen of a democratic society, which defines education, ethnicity, equality, and dignity as the highest values, constant factors of the rapid development of society. Integrating into the European and world educational space, Ukraine should take into account the achievements and characteristic features of the management process of the higher education system in other countries. Some of them can be considered not only as an example to study but also as an example to follow, of course, taking into account the national characteristics of the Ukrainian education system and the priorities it aims to achieve (Sychenko, 2020: 63). Such consideration should not involve blind copying of foreign experience but should assist in the development of the management system of a higher education institution, to ensure its transition to the state and public level. Public organizations, local self-government bodies, parents' associations, and educational institutions play a major role in this matter (Sychenko, 2019: 441). In the process of forming a modern educational environment in Ukraine, there is a need to find new models of building relations between "educational institution-society". The outdated paradigm does not allow higher education institutions to fully integrate into the European educational environment. As a result, the dynamics of changes are not high, and most reforms are not effective enough. Sociopolitical transformations acted as a driving force in transforming the relations of educational institutions. Modernization of management mechanisms regarding the practice of organizing the educational process allows educational institutions to open up for cooperation with other institutions (governmental and non-governmental), which ensures harmonious and sustainable development (Shorobura, 2021: 217). Especially relevant at the current stage is the issue of mutual relations and the establishment of cooperation between educational institutions and the public in the form of civil society institutions (public associations of various orientations, united territorial communities). Interaction makes it possible to expand the functional capabilities of the Ukrainian school and build a dialogue between the active public and young people. It should be noted that this is a new experience for Ukraine, although it is already

generally accepted in European countries. The reluctance of higher education institutions to cooperate with the public is due to various factors, but the situation requires drastic changes. It can be noted that the cooperation between modern institutions of higher education and the public acquires features of mutual benefit for the comprehensive solution of the issue of educational management and problems of organizational and managerial content (Sokolova, 2021: 136). Such interaction significantly expands the possibilities of an educational institution. If we summarize all of the above, we understand that the interaction of higher education institutions and the public is not just a direction of activity, it is an objectively necessary thing that is the basis of the school's development. This is indicated by the legal and social prerequisites, which are positioned as a result of the dynamic development of the educational environment. In turn, in our opinion, the following should be included among the tasks of cooperation between the institution of higher education and the public:

- establishment of structural and logical connections between theoretical knowledge and the practice of their application;
- expansion of students' knowledge and skills due to the acquisition of a greater complex of knowledge than is provided by educational programs (civil society institutions can share their experience gained abroad during training, internships, etc.);
- improvement of higher education institution management models (i.e. transition from a closed model to a partnership with the community on various issues of organization of the educational process);
- implementation of a system of advisory and educational measures for teachers (civil society institutions have the potential to improve the qualifications of scientific and pedagogical workers);
- integration of higher education institutions into the international environment (the active public has long had strong ties at the international level, which can be used to promote gifted students and study the positive experience of teaching certain academic disciplines);
- Search for sources of additional funding (civil society institutions can contribute to the search for grant funds for the development of the institution or a separate direction of its activity, fundraising).

Thus, cooperation between institutions of higher education and the public is mutually beneficial and allows for comprehensively solve not only issues of an educational nature, but also individual problems of organizational and managerial content. In the conditions of European integration, special attention is paid to strategic management in the field of education (Khytko, 2020: 203). This is a systematic accounting of data on social and pedagogical forecasting, which makes it possible to predict with a certain degree of probability which new phenomena and trends should be expected to develop in the coming years and decades. In the future, innovative management will be more and more actively implemented in the field of education, which is understood as the managerial influence of the state on the change of factors that determine the production of goods and services, including educational ones, to increase the efficiency of the activities of educational institutions. This can be achieved if there is, and therefore, training of management personnel capable of navigating the diversity of modern management ideas and the successful application of scientific achievements. These should be highly qualified specialists capable of developing and implementing state policy, effectively performing management functions, and promoting innovative processes in the educational field aimed at improving the quality of education. In the future, the social component in the public management of education will be strengthened. Prospects for the development of the system of public management of education are connected with the process of modernization of both the educational sector in general and the management process.

Discussion. The level of innovative management should be determined depending on the changes and their scale. The main tasks of implementing an innovative way of developing the management of a higher education institution include the development and implementation of an updated corporate strategy, mastering modern management technologies, implementation of measures to increase the

efficiency of employees of higher education institutions, and the creation of new organizational forms of management, forecasting of strategic development and sustainable functioning of the institution of higher education. The internal factors of the application of innovative management should include the need to increase the efficiency and effectiveness of the work of a higher education institution, the application of operations management solutions, rapid adjustment of plans, management of an educational organization as an open socio-economic system, attracting investments, ensuring stable functioning and sustainable development. As a result of the analysis of research on the problems of management of higher education institutions, we find the statement that the management process is formed depending on the level of generalization. According to the approach, which is widely presented in the scientific and pedagogical literature, we find a sequence of stages of management cycles, namely, a universal approach and specific management functions, among which we should note forecasting, the modeling stage, the organization planning stage, receiving feedback, maintaining high-quality information provision, analysis of received information, correction of data. Aspects of management are also considered, namely sociopsychological, economic, and legal. The main areas of innovative management activity are:

- conceptualize management and its intensification;
- adaptability of management;
- psychologization of administrative management;
- information provision of the management process;
- the process of studying the dynamics of the development of a higher education institution by all aspects of functioning;
- implementation of flexible management approaches and models;
- adaptability of the principles of public administration.

Management of a higher education institution should be based on the use of a local monitoring system. Local monitoring ensures inclusion in the process of preparation and management decision-making of all subjects of the educational process, as well as the improvement of management. A targeted approach to the formation of functions contributes to the development of management potential. Currently, the process of managing a higher education institution is characterized by a state-public character and is based on close cooperation between state bodies and public self-government bodies. The democratization of the higher education management process means a significant expansion of the rights of scientific and pedagogical workers. The above-mentioned aspect is manifested in the rejection of rigid centralization, regulation of all parties and stakeholders, further development of management collegiality, implementation of principles of reporting and election of managers, and replacement of administrative and command management methods with techniques of democratic discussion, coordination, and decision-making. One of the important ways to ensure the stability of the higher education management system is to increase the effectiveness of teamwork in the languages of remote cooperation, which is currently an urgent problem for managers of all levels of higher education institutions. To quickly create a system for managing the work of remote teams, the following components must be taken into account: the total number of employees, the organization of effective communication within the structural units to ensure the fulfillment of professional duties, compliance with deadlines, to provide for a planned transition to project management, the division of projects into phases, streams, individual tasks, adjust systems of subordination and delegation of authority.

Project management, which is used in the system of higher education institutions, is similar to the Waterfall system – cascading cycles, during which tasks are transferred sequentially, the approach is oriented to the conditions of strict restrictions on the sequence of tasks. Currently, we are also observing the use of innovative forms of management, in particular Scrum, Kanban, Agile, and Lean. Under the conditions of classical project management, 5 main stages are distinguished: initiation,

planning, development, implementation and testing, monitoring, and completion. Regardless of the chosen management strategy in the conditions of the remote regime, it is necessary to ensure compliance with such principles as the purposefulness of the management process, flexibility during the implementation of the plan, the reality of the plan taking into account objective and subjective factors capable of correcting the situation, coherence of measures, executors, resources, terms

In the first stage of managing remote teams, it is necessary to create a joint electronic calendar. Uniting the heads of structural divisions of the higher education institution on one calendar grid allows you to turn on the reminder mode about upcoming important events, tasks, and video meetings. The delegation strategy is extremely important for the remote mode of managing autonomous teams for making timely decisions and the ability of the team to respond to relevant changes. If delegation is not practiced, team members may lose work motivation, sense of involvement, and personal importance over time. There are many IT tools to optimize the delegation process for the manager. One of these is Trello, which provides shared access to lists and cards with priority tasks that can be delegated to team members as needed. On these cards, create a detailed list of actions, and execution time. The MeisterTask service also allows you to use shared access, engage employees, send them information regarding the completion of tasks, the ability to communicate in real-time using web access or mobile applications, provide streaming activity of team members, embed a widget to track time for processing delegated tasks. In the process of implementing tasks, it is necessary to ensure uninterrupted document flow, information exchange, and data sharing. OneNote will be useful for managing the flow of documents, important for providing relevant information to team members at the right time. Google Docs as a free network office package includes a text and table editor, a service for creating presentations. All documents are stored in the Google cloud or can be saved to a file. To intensify the work with large volumes of data, and statistical information, it is possible to use Dropbox online storage, which allows you to store all the necessary documents in one place and share them with team members.

To monitor the activities of employees, it is advisable to use the Hubstuff resource – it is a tool that allows you to manage the work process and productivity of the team, simplifies the organization of processes, and transparent monitoring. With the help of the time tracking service, the manager can monitor employees' attendance, activity level, and other organizational points. The Confluence service is known to the global community as an organizational internal portal with the ability to centralize information to synchronize actions. Confluence allows you to structure task information, create project plans or performance requirements, and specific instruction letters.

Video conferences, online meetings, and joint brainstorming are integral parts of the process of managing a higher education institution. To ensure remote communication, it is possible to use Cisco Webex, Google Meet, MyOwnConference, Zoom, and Skype. These convenient video services support international languages, which allows you to hold local and international meetings, in particular, hold conferences with international participation, and training for employees.

Thus, modern IT tools allow you to organize the work of a team at a distance, to work effectively and efficiently. Weekly video meetings allow you to establish comfortable relationships between all team members, interactive services with shared access facilitate the process of information exchange, time tracking services implement the principles of responsibility and activity monitoring. Innovative management in the management system of a higher education institution is possible in conditions of free initiative and offering ideas. The new paradigm of education development calls for the need, firstly, for changes in education management, the study of theoretical prerequisites, and the identification of the peculiarities of education management in market conditions. Public administration is a driving force aimed at the activation of human activity through the creation of optimal conditions for the manifestation and development of its creative potential.

Public management of educational processes is relevant, as is the management of the competitiveness of an individual educational institution. This necessitates the elimination of negative trends with the use of methodological business, the formation of which should be based on the use of indicators

of various research methods. The organizational structure of management is the composition and subordination of related organizational units or links of the system, which ensure the optimal and effective implementation of management functions. Management of education reflects all phenomena that occur both in the state and outside its borders.

Conclusion. The task of reforming the public management of education appears in the formation of a new vision of educational problems by all participants in the educational process. Integrating into the European space, Ukraine should take into account developments characteristic of the management of the educational sphere in other countries. This is, firstly, the need to take them into account for the development of the national education management system. No less acute is the problem of state regulation of the educational services market, in particular in the form of state orders for the training of specialists. At the same time, the study of the management of quality education (quality of education) involves the identification of strengths and weaknesses, competitive positions through the use of STEP-analysis, SWOT-analysis, and VRIO-analysis, which will make it possible to assess not only the quantitative and qualitative composition of personnel but also the quality of educational services, provided by teachers.

Improving the education management system is related to the search for optimal management options for educational systems that could be supported by citizens, in particular, territorial communities. Currently, centralized and decentralized management systems are dominant in the field of education. The transition from centralized to decentralized is carried out in the countries of Western Europe. It is with this process that many specialists associate the quality of education. In the countries of the European Union, decentralization is considered a progressive form of management. The model of decentralization in the educational sphere primarily involves the elimination of the system of management and financing through district and regional education management bodies, which are state bodies within the so-called "vertical of power". That is, regional departments of education and science, after receiving requests and tasks from the Ministry of Education, pass them on to regional education management bodies. Thus, as a component of humanitarian policy, the system of state management of education is inherent in any country. As a result of the analysis of the historical forms of the development of the education management system, it became clear that very similar processes have been taking place in different countries during the last decades. For Ukraine, updating the education system, ensuring its compliance with the most developed models and standards, and initiating structural reforms is a guarantee of stable evolution of the state, a determining factor in the development of an educated nation and the formation of an active civil society.

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