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**CRITERIA FOR THE EVALUATION OF THE INNOVATION
DEVELOPMENT PROGRAM QUALITY IN AN INSTITUTE OF HIGHER
EDUCATION**

Establishment of prognostic directions in managing the innovative development (MID) of the pedagogical educational establishment, namely: changing the conceptual basis of the educational activity; bringing the elements of educational system up to date; providing permanent implementation of innovations into educational system; intensifying the work on theoretical scientific elaborations and their integration into educational process; bringing theoretical and methodological bases of managing higher educational establishment up to the present requirements in education [4, p.219], stipulated the vital demand in developing the program of innovation elaboration (IE) as the constituent part of MID in pedagogical institute of higher education.

Evaluation of higher educational establishments is an integral part of the monitoring of the educational process. It satisfies the demand of the consumers at the market of educational services and labour market as for the reputation of the higher educational institute, stimulates competition, promotes participation activity of the target group in forming the modern requirements for specialist's skill level. After all not only new ideas and bases for spiritual and economic development of the country are given birth at universities but they train the new generation of competent professionals who

are able to implement them in practice under the conditions of creating the social oriented economy.

The objective of the article – to analyse the criteria for the evaluation of the innovative development program quality in higher educational establishment as integral part of the management system of innovative development in the pedagogical educational establishment.

Presentation of the main material. Scientifically grounded goal-setting of a higher educational establishment work is hard and important task, that is why the first criterion belongs to the formation of the goals of the IE program.

The goals should: conform to legislative documents and acts of the state; reflect the contemporary tendencies in the development of higher education [3, p.42]; take into consideration the spheres of higher educational establishment's work; take into account the present state of capabilities of the material and technical basis; take into account the demands of the consumers of the educational services; make the final result of the innovative development more precise; to be precisely defined by terminology; to conform to the main aim of education; to be clear both for managers and performers; to be correlated with the regularities and principles of the contemporary development process of the management theory.

The second criterion belongs to defining the tasks of planning the IE program. Taking into consideration the fact that education can be considered as oriented on personality's interests, if it gives an opportunity to solve such tasks [2, p.17]: to harmonise the relations between a human and nature through mastering contemporary scientific picture of the world; stimulate intellectual development and enrich thinking, creativity through mastering contemporary methods and means of scientific cognition; considering a person lives in a society, to achieve its successful socialization through diving into the existing culture, in particular technogenic, into computerised environment; considering that a modern person lives in an active, intensified information environment, to teach it how to live within its torrent, to create conditions for safe education; taking into account

integrative tendencies in science and technology development and the demand in the new level of scientific literacy, to create conditions for obtaining wide-range basic education which will give an opportunity to relatively fast switch to adjacent spheres of professional activity.

The third criterion was defined as the one of substantiating of the program's development where the combination of the aims of development of higher educational establishment with the common aims of pedagogical education are shown; that defines the necessary changes in the MID system of the higher educational establishment for creating the conditions of reaching desirable results of higher educational establishment's activity; because one should provide the development of the IE program by means of its realisation and to set certain terms. Thus the criterion is characterised by the presence of: combination of aims which declare the necessity of changes in the MID system; means of program's realisation; setting the terms of program's realisation.

The fourth criterion – the substantiation of the decision to change the conceptual bases of the educational system in the higher educational establishment (if necessary). This criterion is stipulated by the fact that the modern development process of higher education in general and pedagogical in particular demands the correspondence of higher educational establishment's development to the changes in modern requirements as for the model of the teacher; changes in the human serource potential of the higher educational establishment, material and technical basis, information and educational environent to create the conditions for achieving desirable results of the higher educational establishment's work i.e. to create cadre,material and technical and information potentials.

Thus the criterion reflects the correspondence of conceptual bases of innovative development of higher educational establishment to progressive tendencies of the educational development in general and in the higher educational establishment in particular.

The essence of management lies in defining the strategies of functioning and

development of higher educational establishment for solving short- and long-term problems as an integrated system of actions [6, p.73] which in the process of elaborating the strategy of development of higher educational establishment base itself on defined prognostic directions of MID in higher educational establishment, considers the final state of the educational system, forecast the image of the desirable future which is directed at achievement of conceptual aims i.e. defining the higher educational establishment's development prospects and is based on the means of forming and realisation of the selected strategy of higher educational establishment's development. Thus the fifth criterion is defined as the availability of the strategy program of innovative development of the higher educational establishment, i.e. the availability of clear connection between regularities, principles, functions, new methods, technologies of educational processes realisation and their correspondence to the aims and tasks of MID in the higher educational establishment; availability of motivational environment.

The sixth criterion – the availability of the unified program structure where: the elements of the educational system of the higher educational establishment are in interconnection with the components of internal environment of the higher educational establishment; the stages of the IE program development of higher educational establishment are defined, at the same time considered are: the possibility of foreseeing the changes, the use of the advantages of collaboration with the society, the possibility of identification of higher educational establishment with external environment, the possibility to use alternative MID changes in higher educational establishment. The given criterion shows which actions and in which order should be realised on the stages of IE program implementation in order the necessary changes took place in the educational system of the higher pedagogical educational establishment.

The seventh criterion – availability of innovation projects. Within the framework of this research we think that elaboration and implementation of innovation projects which aim should be directed at solving pressing task of the present, is the basis for innovative development of the higher educational establishment, because one can take

decisions as for realisation of the IE program in the higher educational establishment based on the received innovation project results. Herewith the implemented innovation projects, considering external and internal environment of the higher educational establishment, can be realised without following certain order of stages, moreover there is a series of common stages of educational projects' realisation. The totality of these stages starting with the emergence of necessity of changes and finishing with realisation of innovation projects forms the structure of the innovation project.

The eighth criterion – availability of the plan of actions as for implementation of innovation projects into management of elements of the educational system which reflects the structure of the development and realisation of innovation projects based on the technology of development and implementation of innovation processes.

The ninth criterion stipulates the examination of innovation projects which includes: the establishment of correspondence of the aims of innovation project to the set earlier common conceptual bases; finding whether innovation projects are coordinated between each other in contents, functions, methods etc., or not; finding out whether the projects are properly financed; finding whether the terms of projects' realisation correspond to the set ones; foreseeing the possibility of negative results of innovation projects realisation.

The tenth criterion – availability of assessment of the anticipated results of the educational system change; improvement of the monitoring system and efficiency of evaluation: system of higher educational establishment's management, quality of the educational process, quality of the scientific work etc.; creation of the effective monitoring system that controls the activity of functional structures of the higher educational establishment.

Having defined the criteria for the evaluation of the IE programs quality in the higher educational establishment of the III-IV grade of accreditation, we analysed existing development programs of 15 higher educational establishments in Ukraine and abroad.

Considering the conducted analysis of innovation development programs of higher educational establishments according to the grounded above criteria of IE program quality we can state that:

- according to the first criterion – all the analysed programs have the criterion. It gives ground to state that the management and the staff of professors and teachers of the analysed higher educational establishments understand the necessity of further improvement of the system of higher education according to the conditions of the socially oriented economy and integration into European educational community;

- according to the second criterion – the programs of three higher educational establishments don't have sufficiently formed tasks in difference to precisely formed tasks in other programs. The analysis of development tasks proves that they are oriented on: providing the formation of professional competences of the future specialists able to perform their professional activity based on democratic and humanistic bases; realisation of educational policy of the state; enhancing the level of competitiveness at the labour market;

- according to the third criterion – just one program isn't sufficiently grounded, i.e. doesn't reflect the relevance of its implementation. It gives grounds to make the conclusion that all the developers of the programs pay special attention to this criterion, considering its importance for the motivation of the staff that develops and implements this program;

- according to the fourth criterion – we can state the following: the developers of more than half of the programs agree with the necessity of changing the conceptual bases of the educational system, that is why this criterion is present in the above stated programs. Though it is important to state that the criterion isn't always the index of innovative development of the higher educational establishment because the IE program of the higher educational establishment is developed for much more shorter term than the conceptual bases that are subject for reformation under serious changes in the tendencies of higher educational development;

- the fifth and the sixth criteria – are obligatory in the process of developing the IE program of the higher educational establishment that is why they are present in all analysed programs;

- the seventh criterion – the availability of innovation projects – let's stop on a detailed analysis of the indexes in this criterion because according to the topic of this research we consider it to be the most important in realisation of MID in higher educational establishment in general and the IE program in particular. Hence innovation project within the framework of any development program should be directed at solving pressing tasks of the present and the realisation of prognostic directions of development of the educational potential of every higher educational establishment, thus, as it was stated above, implemented innovation projects should consider the features of internal and external state of environment of the higher educational establishment. Thus having analysed IE programs with the seventh criterion we can state that only four higher educational establishments' programs have innovation projects, in the process of analysis of other programs we didn't find references to the development and implementation of innovation projects;

- the analysis according to the eighth and the ninth criteria showed that its absence in all the analysed programs is regular if we take into consideration the conclusions made in the analysis of the seventh criterion;

- according to the tenth criterion – the programs of seven higher educational establishments have this criterion and the programs of two higher educational establishments don't cover it properly. It is more precisely stated only in one program where set are: responsible people, terms, evaluation criteria and the anticipated results but even in it the criterion doesn't consider the interconnection of elements and components of the educational system in the MID directions of higher educational establishment which were grounded above.

Having analysed the development programs of higher educational establishments according to the elaborated by us criteria for the evaluation of the program quality we

found out that the given criteria system is relevant for the analysis of innovation development programs of higher pedagogical educational establishment of the III-IV grade of accreditation. It is proved that to model the MID system of higher pedagogical educational establishment of the III-IV grade of accreditation it is necessary to define the criteria for evaluation of the IE program quality in the higher educational establishment of the III-IV grades of accreditation. They were: formation of the IE program's tasks; establishing the planning tasks of the IE program; the grounding of the program's elaboration; the grounding of the decision to change the conceptual bases of the educational system of the higher educational establishment; the availability of the strategy program of innovation development in higher educational establishment; the availability of the unified structure of the program; the availability of innovation projects; the availability of the plan of actions as for the implementation of the innovation projects; the availability of the examination of the innovation projects; the availability of the evaluation of the anticipated results of educational system changes.

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