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DEVELOPMENT OF FUNDAMENTAL PRINCIPLES OF EDUCATIONAL INNOVATIONS MARKETING AND MANAGEMENT AMONG HEADS OF NEW UKRAINIAN SCHOOL

Abstract. Ukraine's integration into global and European educational space, efficient implementation of educational reforms in this direction, the improvement of the quality of children and young people education is impossible without proper development of fundamental principles of marketing and management of educational innovations, first of all, among the Heads of New Ukrainian School. However, the absence of efficient mechanisms in Ukraine for training the above-mentioned Heads on marketing and management of educational innovations in New Ukrainian School negatively affects the quality of education therein and undermines the State education system in general. Therefore, the pressing issue at the current stage of education development in Ukraine is to determine the modalities and resources for the development of entrepreneurial and managerial competencies among the Heads of general secondary education institutions in the context of the power decentralization and establishment of consolidated territorial communities.

With due regard for priority and pendency of the above-mentioned issue, its incomplete study, the principal objective of this study is to determine the key stages and describe the process of developing fundamental principles of marketing and management of educational innovations among the Heads of New Ukrainian School and measures for their efficient implementation.

After performing analysis we have found that marketing and management of educational innovations of the Head of New Ukrainian School is his/her integrated, consistent and purposeful activity along with analysis and satisfaction of fundamentally new types of demand for educational services in the context of taking unconventional managerial decisions at his/her institution during such process.

Moreover, with due regard to the aforementioned approach, we outlined the key stages of the fundamental principles development of marketing and management of educational innovations among the Heads of New Ukrainian School. So they include: the formation and control of specialists team towards development and implementation of educational innovations; determination of educational services market segment, demand for which needs to be satisfied; definition of criteria and conditions towards formation and satisfaction of demand for providing

certain types of educational services etc. It is established that there are problems in the process of implementation of all above-mentioned stages, namely: absence of financial independence of educational institutions; the desire of the Heads of educational institutions to have legal and financial independence; positive managerial experience of the Heads of educational institutions regarding development and implementation of educational innovations etc.

In order to avoid all above-mentioned problems, we have determined measures for the efficient implementation of marketing and management of educational innovations by the Heads of New Ukrainian School. They include: providing financial autonomy to educational institutions; performing professional training of the Heads of educational institutions, their deputies and teaching staff in general; forming new and improving the existing material and technical resources of educational institutions; implementing professionally oriented staff policy by the Heads of educational institutions in order to attract the most promising and young professionals to work as teachers etc.

The scientific novelty of the obtained results is to determine, substantiate and analyze the key stages of fundamental principles development of marketing and management of educational innovations by the Heads of New Ukrainian School in the context of transformation of regulatory system and scientific and pedagogical approaches to children and young people education (shift in priorities and components of the development in this area of social activity).

The obtained results of the research is the ground for studying and providing a practical solution of the problem regarding the formation of high-quality staffing and provision of fundamentally new educational services at educational institutions.

Keywords: head of educational institution, educational innovations marketing of the Head of educational institution, educational innovations management of the Head of educational institution, New Ukrainian School, educational innovation.

JEL Classification I20, I21, I22, I28, I29

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ФОРМУВАННЯ ОСНОВНИХ ЗАСАД МАРКЕТИНГУ І МЕНЕДЖМЕНТУ ОСВІТНІХ ІННОВАЦІЙ КЕРІВНИКІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. Інтеграція України у світовий і європейський освітній простір, ефективна реалізація освітніх реформ у цьому напрямі, поліпшення якості навчання дітей і молоді

неможлива без якісного формування основних засад маркетингу і менеджменту освітніх інновацій, передусім керівників Нової української школи. Проте відсутність в Україні ефективних механізмів підготовки вищевказаних керівників щодо освітніх інновацій у маркетинговій діяльності та менеджменті Нової української школи негативно впливають на якість навчання в них і дестабілізують систему освіти держави в цілому. Тому актуальним питанням на сучасному етапі розвитку освіти України є визначення умов і можливостей розвитку підприємницьких і управлінських компетентностей керівників закладів загальної середньої освіти, у т. ч. в умовах децентралізації влади, утворення об'єднаних територіальних громад.

Ураховуючи актуальність і невирішеність описаної вище проблеми, її недостатнє вивчення, головною метою нашого дослідження є визначення ключових етапів і характеристика процесу формування основних засад маркетингу і менеджменту освітніх інновацій керівників Нової української школи та заходів їхньої ефективної реалізації.

У результаті аналізу встановлено, що маркетинг і менеджмент освітніх інновацій керівника Нової української школи є комплексною, систематичною і цілеспрямованою діяльністю керівника закладу освіти з аналізом і задоволенням принципово новими способами попиту на освітні послуги, у контексті ухвалення ним, у межах своєї установи, нестандартних управлінських рішень у такому процесі.

Крім цього, з урахуванням вищевказаного підходу охарактеризовано ключові етапи формування основних засад маркетингу і менеджменту освітніх інновацій керівників Нової української школи. Так, вони включають: формування та управління командою фахівців для розроблення та впровадження освітніх інновацій; визначення сегмента ринку освітніх послуг, попит якого потребує задоволення; виділення критеріїв та умов формування і задоволення попиту щодо надання окремих видів освітніх послуг тощо. Установлено, що існують проблеми у процесі реалізації всіх вищевказаних етапів, а саме: відсутність фінансової самостійності навчальних закладів; бажання керівників закладів освіти мати юридичну і фінансову незалежність; позитивного управлінського досвіду в керівників освітніх закладів щодо розроблення і впровадження освітніх інновацій тощо.

З метою уникнення всіх вищевказаних проблем визначено заходи ефективної реалізації маркетингу і менеджменту освітніх інновацій керівниками Нової української школи. Вони передбачають: надання фінансової автономії навчальним закладам; проведення професійного навчання керівників закладів освіти, їхніх заступників і педпрацівників у цілому; створення нової та поліпшення наявної матеріально-технічної бази закладів освіти; здійснення професійно орієнтованої кадрової політики керівниками навчальних закладів щодо залучення найбільш перспективних і молодих фахівців до педагогічної роботи тощо.

Наукова новизна отриманих результатів полягає у виявленні, обґрунтуванні та аналізі ключових етапів формування основних засад маркетингу і менеджменту освітніх інновацій керівниками Нової української школи в контексті трансформації нормативної бази і науково-педагогічних підходів до навчання дітей і молоді (зміна пріоритетів і складових розвитку цієї сфери суспільної діяльності).

Отримані результати дослідження є підґрунтям для вивчення і практичного розв'язання проблеми формування якісного кадрового забезпечення і надання принципово нових освітніх послуг у закладах освіти.

Ключові слова: керівник закладу освіти, маркетинг освітніх інновацій керівника закладу освіти, менеджмент освітніх інновацій керівника закладу освіти, Нова українська школа, освітня інновація.

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Introduction. Ukraine's integration into European educational space, efficient implementation of reforms in this direction, improvement of education quality at general secondary education institutions is impossible without proper development of fundamental principles of educational innovations marketing and management, first of all, among the Heads of New Ukrainian School (NUS). However, the absence of efficient mechanisms in Ukraine for developing

educational innovations marketing and management among the Heads of NUS negatively affects the quality of children and young people education and undermines the State education system in general. So, following the low level of managerial competencies of school principals, and including the above-mentioned factors, as of 2018, in Ukraine 454 (2.9%) schools do not have heating system; in 1,331 schools (8.2%) there is no water at all; in 7,821 schools (48.3%) there is no hot water; in 1,331 schools restrooms are located outdoors. At the same time, the consolidated budget expenditures for education system amounted to no more than 2.8% of the State's GDP (Babak, 2019) at the beginning of 2018.

In view of absence of proper conditions for financial, social, and psychological incentives for all participants in educational process, 1,157 schools were closed up in 2018, which adversely affected the development of educational and intellectual potential of the State in general (Babak, 2019). Therefore, the pressing issue at the current stage of education development in Ukraine is to determine the modalities and resources for the development of entrepreneurial competencies and education innovations marketing and management among the Heads of schools, as well as in consolidated territorial communities, that would become one of important factors in ensuring equal access to quality education for all students.

Analysis of Publications and the Research Purpose. The following scholars have been researching problems of educational innovations marketing and management: Chukhray, 2011; Morozov, 2000; Paliy, 2008; Pashchuk, 2004; Saginova and Belyansky, 2008; Semenyuk, 2009; Trifilova and Korshunov, 2003; Volynkina, 2006; Illyashenko, 2010. Scientists have determined fundamental principles for assessing educational innovations marketing and management in educational institutions. However, the process of developing the aforementioned professional competencies among the Heads of New Ukrainian school is not described, as the Concept of New Ukrainian school was approved only in 2016 (Kontseptsiia «Nova ukrainska shkola», 2016).

With due regard for priority and pendency of the above-mentioned issue, as well as its incomplete study, the principal objective of this study is to describe the process of developing the fundamental principles of educational innovations marketing and management among the Heads of schools and determine the measures for their efficient implementation. In order to achieve this purpose, we have developed the *following main tasks*:

- to define categories and concepts of social, economic, and pedagogical essence of educational innovations marketing and management among the Heads of NUS;
- to describe key stages of developing fundamental principles of educational innovations marketing and management among the Heads of the aforementioned institutions;
- to propose measures for efficient implementation of educational innovations marketing and management in professional activity of the Heads of NUS.

Research Findings. After performing the analysis, we have found that there are different approaches to describing *social, economic, and pedagogical essence of educational innovations marketing and management among the Heads of schools*, however, they are similar in practice. We have found out that *educational innovations marketing of the Head of educational institution implies* his/her activity on the preliminary study of the demand for educational services, with their subsequent formation and provision of fundamentally new types to satisfy the relevant demand at his/her institution. At the same time, *educational innovations management of the Head of educational institutions* a type of his/her management activity in taking new (unusual) decisions regarding implementation of certain educational services at his/her institution (Chukhray, 2011; Morozov, 2000; Paliy, 2008; Pashchuk, 2004; Saginova and Belyansky, 2008; Semenyuk, 2009; Trifilova and Korshunov, 2003; Volynkina, 2006; Illyashenko, 2010). Considering the aforementioned interpretations, *educational innovations marketing and management of the Head of New Ukrainian Schools* his/her integrated, consistent, and purposeful activity along with analysis and satisfaction of fundamentally new types of demand for educational services in the context of taking the unconventional managerial decisions at his/her institution during such activity.

We believe that pursuant to interpretation of aforementioned social, economic, and pedagogical categories, it makes sense *to describe the key stages* of developing the fundamental

principles of educational innovations marketing and management among the Heads of NUS. Thus, in this case they include:

- formation of and control by a specialist's team towards the development and implementation of educational innovations;
- determination of educational services market segment, the demand for which needs to be satisfied;
- definition of criteria and conditions towards formation and satisfaction of the demand for providing certain types of educational services;
- provision of internal and external financial, material, technical, and personnel resources for the implementation of educational innovations;
- practical approval of educational innovations, their customization and adjustment for a specific demand in educational services market (*Fig. 1*).

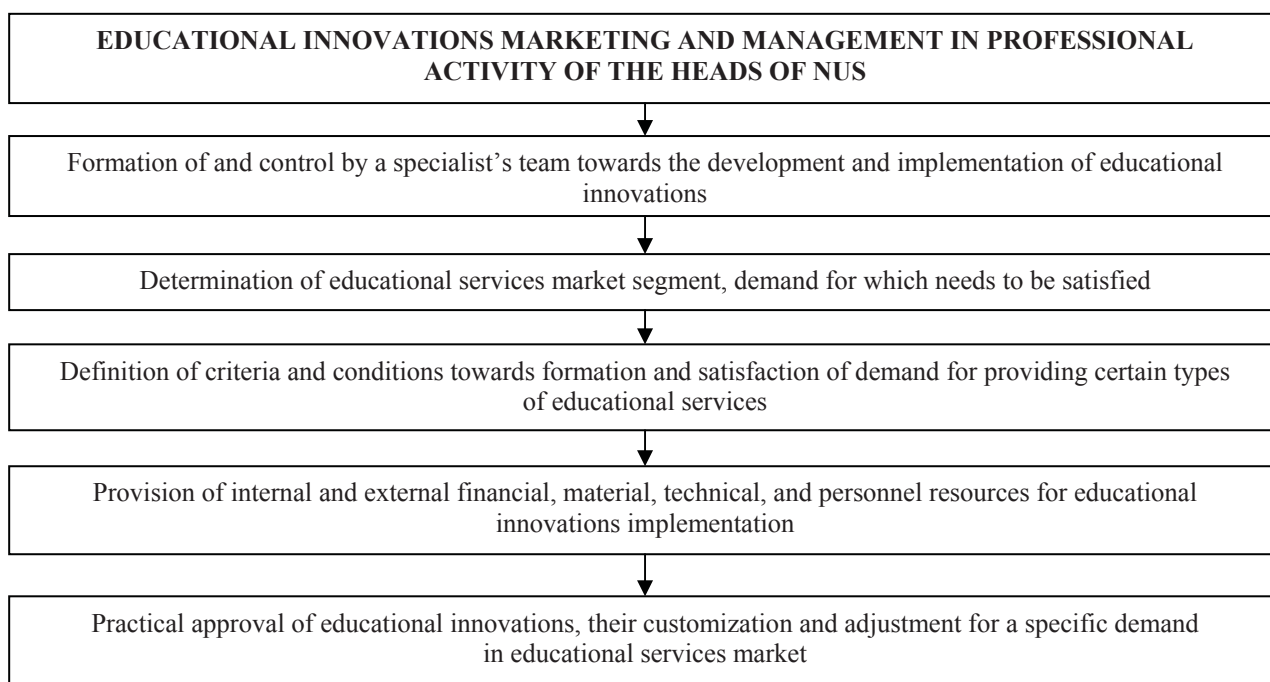


Fig. 1. Key stages of developing fundamental principles of educational innovations marketing and management among the Heads of NUS*

Source: Author's research.

We believe that the proposed comprehensive methodological approach towards researching fundamental principles of educational innovations marketing and management of the Heads of NUS will promote identification of its most important components and develop efficient measures for their improvement. It is also worth *defining the core measures and expected results regarding implementation of the above-mentioned stages at aforementioned educational institutions*, which are determined by us after considering and examining monographs, expert assessments, multi factor comparisons, etc.

For that purpose, we conducted social survey of 357 school employees from 14 districts and consolidated territorial communities of Ivano-Frankivsk, Poltava, Ternopil, Khmelnytskyi, Chernihiv regions in 2018—2019. Using the questionnaire developed by the author, we examined their opinion regarding substantiation of core measures and expected results of educational innovations marketing and management in professional activity of the Heads of NUS. The following persons took the survey: the Heads of educational institutions, their Deputies, Chief Accountants (55%); Teachers and Employees of School Service Units (45%).

That is, the category of employees, who have a direct impact on possibility of developing the system of educational innovations marketing and management (the Heads of educational institutions, their Deputies), as well as its consistent and efficient financial, social, domestic, pedagogical, and psychological implementation in New Ukrainian school (Chief Accountants, their

Deputies, Teachers of school subjects, School Counselors, Methodological Experts and other groups of employees). Results of this survey are shown in more detail in *Table 1*.

Table 1

Core measures and expected results regarding implementation of key stages of developing the fundamental principles of educational innovations marketing and management among the Heads of NUS at districts and consolidated territorial communities of Ivano-Frankivsk, Poltava, Ternopil, Khmelnytskyi, Chernihiv regions, in points

Sequence No.	Name of measure	Expected results
<i>Formation and control of specialists team towards development and implementation of educational innovations</i>		
1.	The Heads of schools and, if necessary, invited experts determine the criteria for selecting specialists for development and implementation of educational innovations	Formation and assessment by the respondents of a set of basic professional, social, psychological, and personal features and qualities of specialists regarding their educational innovations competitiveness in NUS
<i>Determination of educational services market segment, demand for which needs to be satisfied</i>		
2.	The Heads of schools and their experts monitor the demand at educational services market to identify specific (perspective) educational service or group thereof, which needs to be satisfied	Formation of specific approaches and performers team towards identifying educational services market segment with innovative component regarding ways to satisfy such needs, implementation dates and financial aspects of this issue.
<i>Definition of criteria and conditions towards formation and satisfaction of demand for providing certain types of educational services</i>		
3.	The Heads of school run gross promotional campaign among the potential educational services consumers regarding possibilities, ways, and time limits for satisfying their needs	Formation of indicative factors to satisfy demand for educational services and ways to achieve them in different social, economic, cultural, psychological, and financial conditions
<i>Provision of internal and external financial, material, technical, and personnel resources for educational innovations implementation</i>		
4.	Formation of school budget by its Heads, taking into account the possibilities of providing educational innovative services. Use of energy-saving technologies and equipment. Participation of educational institutions representatives in national and international educational projects and grants. Attraction of young specialists in specific and best domestic and foreign educational institutions to take part in internships	Provision and saving of internal and external financial, material, and technical resources for the development and implementation of educational innovation services. Assignment of the most promising specialists to each focus area on formation of a set of educational innovation services and assisting them for grasping new and non-standard teaching methods with their specific high-quality and efficient implementation
<i>Practical approval of educational innovations, their customization and adjustment for a specific demand in educational services market</i>		
5.	The Heads of school define high-quality experimental facilities (of educational institution or their group) regarding the implementation and adjustment of specific educational innovative services	High-quality and efficient customization of educational innovation service to its specific consumer with full satisfaction of his / her needs

Source: Author's research.

Consequently, all the aforementioned measures and expected results in implementing key stages of developing fundamental principles of educational innovations marketing and management among the Heads of NUS provide management of personnel, financial and logistical support of the above-mentioned educational institutions in order to satisfy the demand for innovative educational service. Also, no less important in this process is *formation and control of specialists team towards development and implementation of relevant innovations*. Therefore, we believe that the most important measure that has direct impact on efficiency of developing the fundamental principles of educational innovations marketing and management among the Heads of NUS is *that their Heads and, if necessary, invited experts shall determine criteria for selecting specialists for development and implementation of educational innovations*.

The aforementioned approach implies *formation and assessment by the respondents of a set of basic professional, social, psychological, and personal features and qualities of specialists regarding their educational innovations competitiveness in NUS* (they were asked to assess each of the specified features based on their importance and express it in points from 1 (minimum) to 50 (maximum). After analyzing the respondents answers, the aforementioned features and qualities were quantitatively assessed (according to the points system), which determine in current conditions of NUS development the capability of specialists of the above-mentioned institutions to develop and implement high-quality and efficient educational innovations (*Table 2*).

Table 2

Ranking and assessing the importance of basic professional, social, psychological, and personal features and qualities of specialists regarding their educational innovations competitiveness in NUS in districts and consolidated territorial communities of Ivano-Frankivsk, Poltava, Ternopil, Khmelnytskyi, Chernihiv regions, in points

Sequence No.	Feature, quality	On average, under conditions	
		current	favorable
<i>The Heads of educational institutions, their Deputies, Chief Accountants</i>			
1.	Professional and qualification level	50.0	50.0
2.	Professional experience	50.0	50.0
3.	Commitment	50.0	50.0
4.	Absence of bad habits	40.0	45.0
5.	Education level	40.0	40.0
6.	Computer skills, information and communication technology (ICT) skills	40.0	40.0
7.	Age	30.0	30.0
8.	Sex	30.0	30.0
9.	Health status	30.0	20.0
10.	Marital status and family structure	25.0	20.0
11.	Requirements to work and wage conditions	25.0	20.0
12.	Average point of all features and qualities	37.3	35.9
13.	Compliance with all possible parameters, in %	74.6	71.8
<i>Teachers and Employees of School Service Units</i>			
1.	Requirements to work and wage conditions	50.0	40.0
2.	Health status	50.0	40.0
3.	Marital status and family structure	50.0	40.0
4.	Age	40.0	35.0
5.	Sex	40.0	35.0
6.	Education level	40.0	40.0
7.	Computer skills, information and communication technology (ICT) skills	40.0	50.0
8.	Commitment	40.0	50.0
9.	Professional and qualification level	45.0	50.0
10.	Professional experience	30.0	40.0
11.	Absence of bad habits	25.0	40.0
12.	Average point of all features and qualities	40.9	41.8
13.	Compliance with all possible parameters, in %	81.8	83.6

Source: compiled by the Author.

However, the requirements of Teachers and Employees of School Service Units to their own professional, social, psychological features and qualities of educational innovations competitiveness differ significantly from the respective indicators of the Heads, their Deputies and Chief Accountants. For educators who are subordinates, the priorities of educational innovations competitiveness include such features as: work and wage conditions, health status, marital status and dependents, age, sex, education level, etc. (the average point is not below 40 under each indicator).

We believe that this situation is explained by the fact that the requirements to features and qualities of educational innovations competitiveness of specialists depend on complexity of the work performed. If the work is mainly monotonous, but involves financial liability, then it requires more intellectual and physical efforts. Therefore, the requirements to health status, work and wage conditions are higher, and the requirements to computer skills, sex, education level, etc. are much

lower. However, in reality, teachers and other categories of employees may not always meet the criteria of the Heads of educational institutions, which negatively affects the development of their educational innovations competitiveness, since it depends on the influence of subjective and objective factors.

We believe that *determination of educational services market segment, the demand for which needs to be satisfied, is no less important in developing fundamental principles of educational innovations marketing and management among the Heads of NUS after involving specialists in such activity.*

Thus, the main measure in this case is *monitoring the demand at educational services market to identify specific (perspective) educational service or group thereof, which needs to be satisfied.* At the same time, its implementation should promote *formation of specific approaches and performers team towards identifying educational services market segment with innovative component regarding ways to satisfy such needs, implementation dates and financial aspects of this issue.*

We believe that elimination of disparity among the abovementioned groups of respondents regarding priorities in developing fundamental principles of educational innovations marketing and management among the Heads of NUS is possible under the condition of implementation of *measures for their effective use (Fig. 2).*

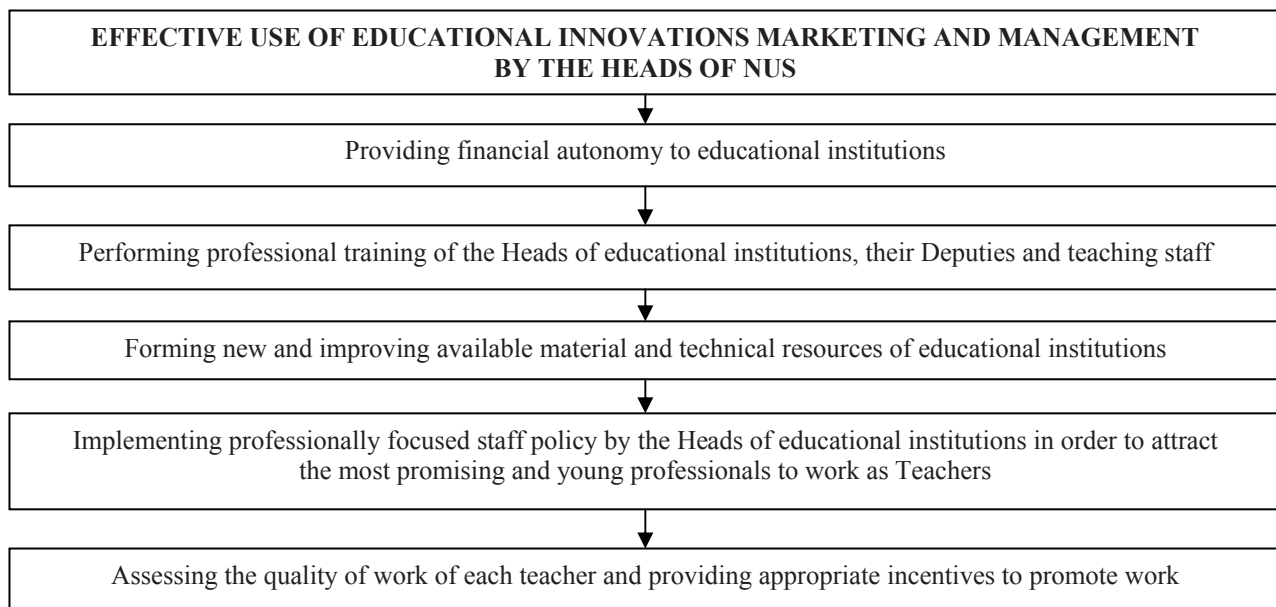


Fig. 2. Chart of measures concerning effective use of educational innovations marketing and management by the Heads of NUS

Source: Author’s research.

In the Figure presented above you can see that the Chart of efficient implementation of all measures regarding educational innovations marketing and management by the Heads of NUS envisages provision of financial autonomy to educational institutions, formation of professional performer’s team along with regular assessment of their work quality and providing them appropriate financial and moral incentives. That is, this approach will promote not only the efficient implementation of educational innovations in the abovementioned educational institutions, but will also improve the quality of their personnel management in general.

Conclusions. After performing the analysis, we have found out that educational innovations marketing and management of the Head of NUS in determining and satisfying the demand for services in the field of education by non-standard ways, in the context of making new managerial decisions in such process at his / her level.

Moreover, with due regard to the aforementioned approach, we outlined the key stages of fundamental principles development of educational innovations marketing and management among

the Heads of NUS. Thus, they include: the formation and control of specialists team towards the development and implementation of educational innovations; determination of educational services market segment, the demand for which needs to be satisfied; definition of criteria and conditions towards formation and satisfaction of demand for providing certain types of educational services etc. After considering and examining monographs, we found out that there is a significant disparity between certain groups of respondents regarding implementation of the abovementioned stages. Thus, the Heads of educational institutions, their Deputies and Chief Accountants in their activities try to minimize costs on educational innovations development and implementation, while Teachers and Employees of School Service Units prefer to get proper financial, social, and psychological incentives at the expense of funds allocated for educational innovations development.

In order to avoid the abovementioned disparity, we have identified the measures to improve the quality of educational innovations marketing and management by the Heads of NUS. This involves providing autonomy to educational institutions regarding the use of their own and called-up financial, material, and technical resources, by allocating their part on incentives to promote work of the best teachers involved in development and implementation of educational innovation services, but only after preliminary assessment of work quality of the latter.

We believe that the above-mentioned approach will promote not only the attraction of highly qualified specialists to development and implementation of educational innovations in NUS, but will also promote the integrated development of these educational institutions in general.

Література

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