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**THE ORETICAL ANALYSIS OF CURRENT TRENDS  
OF INNOVATIVE DEVELOPMENT OF PEDAGOGICAL  
UNIVERSITIES**

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**Summary.** In the paper identified and analyzed urgent directions for managing of innovative development of pedagogical universities.

The author notes that such components of the educational system of Ukraine as the content of educational activities, staffing, teaching resources, material and technical base, evaluation and monitoring results should be reformed.

**Keywords:** management, innovative development, pedagogical universities.

**Introduction.** According to the project of development concept of the pedagogical education in Ukraine [3], the goal of development is to develop a system of teacher education based on national heritage of world importance and established European tradition could be ensure the formation of teachers who are able to implement innovative professional activities on democratic and humanistic principles, to implement educational policy as a priority function of the state, aimed at development and personal fulfillment, satisfaction of its educational, spiritual and cultural needs, as well as the need to be competitive in the labor market.

**Formulation of the problem** – to identify and analyze urgent directions for managing of innovative development of pedagogical universities.

**Results.** To implement the theoretical foundations of pedagogical universities development according to the concept of teacher education accreditation it is necessary to determine the conditions of management of innovative development of pedagogical universities. Among them are the main creative and innovative orientation of teachers, availability of complex criteria for evaluating the effectiveness of the management of innovative development of pedagogical universities; availabilities of a system of criteria for evaluating the quality of innovative development programs and their possible comparison that provides synergy process of developing and implementing an innovative model program development, that is to say comprehensive analysis of the impact innovative development programs for university teaching activities, and the use of most effective borrowed resources.

Among the means of the theoretical bases of management of innovative development of pedagogical universities the leading are: educational, scientific and methodical work of teachers, introduction of teaching experience, the introduction of information and communication technologies and the creation of information-educational environment, innovative programs of universities etc.

Determination of conditions of the theoretical foundations enables election forecasting trends managing of innovative development of pedagogical universities.

Accordingly, and taking into account the analysis of the trends and challenges of teacher education, the main prognostic fields of management

of innovative development of pedagogical universities were identified: changing conceptual frameworks of educational activities, modernization elements of the educational system, ensuring constant innovation in the educational system, the intensification of theoretical research development and their integration in the educational process, bringing the theoretical and methodological foundations of university governance according to the modern standards of education.

It should be noted that each Pedagogical University has the right to determine the direction of personal development, taking into account the peculiarities of the relationship of elements and components of their own educational system.

The first set of directions is ensuring of conceptual change in the content of educational activities that includes: compliance training content to the current legal documents; transition to a two-tier system of education - bachelor, master; training students in new perspective directions and specialties; formation of a humane environment and creating conditions for the development of tolerance students; introducing integrated training programs with universities in other countries and developing of joint educational programs and curricula; changing of priorities - from orientation to teaching profession to focus on versatility classical university; focusing on open university, network interaction with social partners, employers, and their inclusion in the system of education quality evaluation, orientation on participation of public organizations in the development of universities; increasing the curriculum content education; development of distance education; improving organizational culture and image of the institution; professional development of faculty, development of logistics, namely the construction of new buildings, equipment, multimedia classrooms, playgrounds, etc., improving monitoring and evaluation system efficiency: the system management of universities, quality education process as scientific research, etc., creating an effective system of management of functional structures of universities [1, 2, 5].

So, it should be reforming of the educational system components such as: the content of educational activities, staffing, teaching resources, material and technical base, evaluation and monitoring results.

Another direction is to modernization of elements of the educational system, which aims: completing the transition to credit transfer system; providing high quality training; combination of educational and research processes to enhance the professional competence of students; improving of diagnostic and corrective developing work with students; development of lectures and practical course for parents and teachers; meeting the interests of applicants, students, teachers, administrative staff, the public and others who are interested in the establishment; development of new forms of interaction with partners, including employers who participate in all areas of the university; providing systematic, organized, continuous feedback and monitoring for the educational environment and its impact on applicants and students, which will also reliably predict the results of the process of education and gradually adjust them [1, 6].

And as a consequence, it is required transformation of the educational system elements such as: modernization of marketing activities, modernization of the educational process, educational practices, the changing of science role in school, modernization of management universities

Predictive direction of continuous introduction of innovation in the educational system will include: the creation of conditions for the introduction of innovative products into the practice of universities; development of technology and techniques of distance education; the creation of scientific and methodological works based on teaching experience and innovative technologies; creating new educational products; introduction of innovative learning technologies, education; the transition to an introductory electronic testing; forming environment for innovative thinking and receptivity focus on attracting talented young professionals for teaching and research activities; creating conditions for effective practical use established IT infrastructure and application environment of Universities, IT technology in the educational process on the basis of monitoring the internal environment; the development of innovation infrastructure in universities, achieving full provision of electronic resources by media center opportunities, information and communication networks and access to funds global cultural values, analysis, information dissemination, information storage capacity; foreign and internal information, etc. [4].

Thus, it should be introduced the innovative methods and technologies, creating information-educational environment.

Considering the predictive direction of intensified scientific developments and their integration in the educational process of high school, it should be noted that it forwards in increasing the effectiveness of research; development of scientific infrastructure of research in school, combining research with the needs of employers; systematizing and generalizing the results of innovation; creating editorial center of scientific and methodological papers; development of copyright educational methods; transformation of scientific activity by a factor of innovative economic development of the region in particular and the whole Ukraine; maintaining existing and building new schools and universities strengthen their resource base, and as a result, should be changing role of science in educational establishment [6].

Management activities presents in all content are a sand aspects of the school, so according to there as on able subject of this study, the following predictor direction of university education system reforming is to bring the or etical and methodological foundations of university management to modern standards of education that includes: in creasing the role of collective bodies; changing gin the organizational structure; the development of collective management and empowerment of the relevant authority; the use of new approaches to the structure of government; in crease of autonomy for universities; upgrading the quality management system of the educational process; the modernization of university management; effective interaction management universities collegial bodies of the institution, and namely academic Council, which determines the strategy of universities creates organizational and scientific terms for successive system changes, provides analysis and control of the university; scientific-methodical council that directs the work on improving the professional competence of the faculty, the realization of creative potential of team of universities with the student government, which are aimed to addressing current issues vital educational society; engaging students in socially-sensitive activities; introduction of modern management techniques operational activities of the institution; improve the organizational and pedagogical models of functional structures

of the institution (regional associations, educational and scientific center of innovation development, etc.) [5].

So, it should be updated the management of university through integration management approaches, principles, functions and methods and changes in the organizational structure.

In this study as innovation in the management of pedagogical universities it is considered models that change the nature of education in the light of its content and quality of important characteristics as: harmonized driven innovation development; humanistic, personal orientation; variability; providing a high quality education and protection consumers of educational services; the nature of the interaction of the teacher and the student and their positions during the learning process; effective organization of the educational process, particularly with the use of modern information and telecommunication technologies.

**Conclusions.** With the implementation of predictive control directions of innovative development of pedagogical universities it must have been taken into account the principles of governance, namely the principle of harmonized managed innovative development; the principle of providing high quality education and consumer protection educational services; the principle of regular feedback from consumers of educational services; principle of organizational culture; the principle of openness university management; the principle of constant innovation of university administration; the principle of continuous development of university staff, because an experience implementing innovative projects of many companies in the world shows that good results are achieved under consideration such factors as: the establishment of clear and achievable goals; adequate planning activities; skills of team members; the system controls of the timing and results of operations; the quality of the performed tasks, measures to overcome resistance to change.

The development of management theory and practice innovative development of pedagogical universities under modern conditions of modernization of education management can become a driving force of the educational process, become a factor in the quality of national education at the time of entry into the single European and global space.

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