



## THE IMPORTANCE AND RELEVANCE OF MONITORING AND ASSESSING INNOVATION ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

*This article discusses the challenges of enhancing the monitoring system for innovative development, outlines the primary objectives, and proposes potential solutions. The leading principles and main functions of the proposed monitoring system are determined. The necessary types of monitoring have been developed and appropriate methods for assessing innovative development have been proposed. It is proposed to create a database for monitoring innovative development in order to collect, analyze and use the information, which that received.*

Actual, significant, and systematically self-organizing innovations in education arise as a result of a variety of initiatives and innovations that become promising for the evolution of education and positively affect the development of all forms and methods of education. The concept of "innovative activity" in relation to the development of modern education can be considered as a purposeful transformation of the content of education and the organizational and technological foundations of the educational process, aimed at improving the quality of educational services, the competitiveness of educational institutions and their graduates, ensuring the comprehensive personal and professional development of students.

Actual scientific, theoretical and methodological tasks of innovation management and monitoring are widely reflected in the works of foreign scientists. At the same time, research in the field of information support for innovative activities in organizations is characterized by great heterogeneity. In particular, traditionally, priority is given to scientific and technical information to the detriment of a complete, comprehensive justification of innovations. Single publications on monitoring surveys of the innovation sphere of an organization (Zakharchenko V.I., Orlova A.V., Smirnova B.M.) do not explore the methodological foundations of monitoring (including the issues of assessing innovation activity), its organizational and methodological support, optimization of information relationships with the external environment. In the works, the place and role of monitoring in innovation management are not sufficiently substantiated, the organizational aspects of its implementation at the low level, the functional features of the activity of the subject of management in the development and implementation of monitoring are not studied.



The main structural element of innovation activity monitoring is an indicator as a means of evaluating various properties of the analyzed object. As an interpretation of the practical application of the proposed methods for assessing the innovation activity, this study developed a system of monitoring indicators for an industrial organization, including scientific and technical, resource-functional, process and result blocks, which corresponds to a comprehensive and dynamic representation of the innovation activity. A feature of the content structure of monitoring is its flexibility and localizability, the ability to assess the intellectual justification of innovations, their resource support, the speed and rhythm of the passage of innovation through the stages, the contribution of each functional unit to the innovation process.

A technology for monitoring innovation activity in institutions has been developed, which contains the sequence of the following stages:

1. Analysis of the quality of innovation design, clarification of the goal, objectives, content of innovation, their validity.
2. Clarification of the criteria and indicators for assessing intermediate and final results, possible barriers in the process of innovation in a general education school, college and university.
3. Preparation of monitoring resources, selection of forms and methods for collecting, storing, processing and disseminating information on the progress and results of innovation.
4. Consistent monitoring of the process of innovation activity, diagnostics of intermediate results of innovation, determination of their compliance with the program, clarification of the causes and conditions for their appearance in the components of the university system.
5. Regulation of the course of innovation activity, correction of duties and responsibilities between performers, their orientation towards the final result of the designed innovation.
6. Final assessment of the results of innovation and new goal setting.

Determination of the level of development of the qualities of the mind is carried out with the help of an expert assessment or by the method of generalizing independent characteristics at the pedagogical consultation. A 3 or 5 dimensional scale is used. By the number of students with the same level of development of each quality, they judge the degree of its formation in the class as a whole and make the necessary decisions.

The taxonomy of pedagogical goals in B. Bloom's affective area, adapted to determine the orientation of schoolchildren to spiritual values, is useful for teachers and class teachers. Usually, the classical method of M. Rokeach is used for this, based on the direct ranking by the subjects themselves of two classes of values: terminal (values-goals) and instrumental (values-means). Therefore, its results entirely depend not only on the sincerity of the answers, but also on the degree of formation of the individual value system and the student's ability to simply understand it.

For the development of innovative processes in the university, the duration of the initiative participation of the teaching staff in various research projects, the constant interest in advanced training courses, innovative seminars, and creative research are important. To increase the creativity of the teaching staff of the university, it is advisable not only to use competitive selection procedures, but also to use new approaches to teaching creativity to



employees. The most demanded is organizational learning, through which the organization receives and applies new knowledge, behaviors and values.

In social innovation, creative technologies are considered as a set of methods and techniques, activities related to the actualization of the creative potential of specialists, allowing to combine creative intuition and rationality in the implementation of a creative idea.

One of the approaches to solving the problems of personnel policy in relation to scientific and pedagogical workers is professional personification. The philosophy of personnel policy within the framework of this approach is based on the recognition of the uniqueness of each specialist, the identification of the real professional value and merits of each employee, is based on the principle of the uniqueness of professional abilities, knowledge, and skills that a person possesses. Characteristic a feature of personnel policy should be to provide everyone with opportunities to reveal their talent, develop initiative and creative application. The key features of such a policy are various forms of flexibility, team building, the emergence of trust and involvement, culture management .

The model of innovation activity allows you to create alternative options for the implementation of innovative goals for any organization, its divisions and, in general, contributes to a radical rethinking of the role of innovation in the development of an organization. The monitoring system is not a universal and complete product. It is open to changes, additions, adaptation to specific subjects and objects of management, to the dynamics of the external environment, which allows you to objectively assess the innovative potential of the organization, formulate directions for its improvement, and adjust the methods for implementing specific innovations.

Innovation is an essential component of the higher education landscape, as it enables institutions to stay competitive and relevant in an ever-changing world. However, monitoring and assessing innovation activities in higher education institutions can be a challenging task. In this article, we will discuss some of the challenges that higher education institutions face when monitoring and assessing innovation activities and provide recommendations on how to overcome these challenges. One of the most significant challenges that higher education institutions face when monitoring and assessing innovation activities is the lack of clear metrics and guidelines. Innovation is a complex process, and it is difficult to measure and evaluate its success accurately. Additionally, innovation activities can vary widely between institutions, making it challenging to develop standardized metrics that apply to all institutions. This can lead to confusion and inconsistency in the evaluation of innovation activities across higher education institutions.

Another challenge that higher education institutions face is the lack of resources, both human and financial. Monitoring and assessing innovation activities require significant time and resources. However, many institutions lack the necessary funds and personnel to devote to this task, as they are often focused on other areas, such as teaching and research.

The pace of change in the world of innovation is also a significant challenge for higher education institutions. Technology and other innovative ideas are rapidly evolving, which makes it difficult for institutions to keep up. In many cases, the innovations that institutions are trying to assess are still in their infancy, making it challenging to evaluate their impact accurately.



Furthermore, higher education institutions often face cultural barriers to innovation. For example, faculty and staff may be resistant to change, and there may be a lack of buy-in from stakeholders. This can make it difficult to implement new innovative ideas and initiatives and to monitor and assess them effectively. Another challenge is the lack of collaboration between different departments and stakeholders. Innovation activities often require input from a range of disciplines and stakeholders. However, siloed departments and a lack of communication between stakeholders can lead to fragmented innovation activities and hinder effective monitoring and assessment.

Finally, there is a lack of understanding of the benefits of monitoring and assessing innovation activities. Some institutions may view monitoring and assessment as a bureaucratic process that adds little value. However, effective monitoring and assessment can lead to improved decision-making, increased efficiency, and enhanced innovation activities. Higher education institutions are centers of research, teaching, and innovation. They are responsible for producing new knowledge and skills that will shape the future of society. Innovation in higher education institutions can take many forms, such as developing new teaching methods, creating new programs, conducting research, collaborating with industry, and supporting entrepreneurship. However, innovation is not a one-time event but a continuous process that requires monitoring and evaluation.

Monitoring innovation activities in higher education institutions is important for several reasons. Firstly, it helps to ensure that resources are being used efficiently and effectively. Innovation activities can be costly and time-consuming, and it is essential to track progress and outcomes to ensure that they are achieving the desired results. By monitoring innovation activities, higher education institutions can identify areas of improvement and adjust their strategies accordingly.

Secondly, monitoring innovation activities helps to identify successful practices and areas of excellence. It enables institutions to identify what works and what doesn't, and to replicate successful practices across different departments and programs. This can lead to greater efficiencies and improved outcomes, ultimately benefiting students, faculty, and the wider community.

Thirdly, monitoring innovation activities can help to foster a culture of innovation and entrepreneurship within the institution. By promoting and celebrating innovative ideas and practices, institutions can inspire and motivate students, faculty, and staff to think creatively and take risks. This can lead to the development of new programs and initiatives that address pressing social and economic challenges.

Monitoring innovation activities can help higher education institutions to demonstrate their impact and value to stakeholders. Innovation is a key driver of economic growth and social development, and by showcasing their innovative activities and outcomes, institutions can attract funding, partnerships, and collaborations.

In conclusion, monitoring innovation activities in higher education institutions is critical to ensuring that they remain at the forefront of creating new knowledge and transforming ideas into practical solutions. It helps to ensure that resources are being used efficiently and effectively, identifies successful practices, fosters a culture of innovation and entrepreneurship, and demonstrates the impact and value of the institution. Higher education



institutions must embrace the importance of monitoring innovation activities and adopt effective strategies to achieve their goals. Monitoring and assessing innovation activities in higher education institutions can be a challenging task. However, by developing clear metrics and guidelines, allocating sufficient resources, keeping up with the pace of change, addressing cultural barriers to innovation, encouraging collaboration, and promoting the benefits of monitoring and assessment, higher education institutions can overcome these challenges and drive meaningful innovation activities.

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