Butenko V. Thesaurus of the problem of training future educators to organize innovative activities of preschool children. *Освіта. Інноватика. Практика,* 2025. Том 13, № 7. С. 26-33. https://doi.org/10.31110/2616-650X-vol13i7-004.

Butenko V. Thesaurus of the problem of training future educators to organize innovative activities of preschool children. *Osvita. Innovatyka. Praktyka – Education. Innovation. Practice,* 2025. Vol. 13, No 7. S. 26-33. https://doi.org/10.31110/2616-650X-vol13i7-004.

УДК 378.147:373.2.011.3-051]-001.895-053.4
DOI: 10.31110/2616-650X-vol13i7-004

Віта БУТЕНКО
Сумський державний педагогічний університет імені А.С. Макаренка, Україна
https://orcid.org/0000-0002-3578-8147
zbpk1974@gmail.com

ТЕЗАУРУС ПРОБЛЕМИ ПІДГОТОВКИ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО ОРГАНІЗАЦІЇ ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

Анотація. *У статті проведено термінологічний аналіз ключових понять дослідження («інновація», «освітня інновація», «інноваційний освітній процес», «інноваційна педагогічна діяльність») та сформовано тезаурус проблеми підготовки майбутніх вихователів до організації інноваційної діяльності дітей дошкільного віку. Розглянуто два наукові підходи до трактування поняття «інновація» – процесуально-модифікаційний та результативно-методичний, виокремлено їх особливості й значення для освіти. Приділено увагу розмежуванню понять «новація», «нововведення» та «інновація», що дозволяє уникнути термінологічної плутанини у педагогічному дискурсі. Проаналізовано підходи вітчизняних і зарубіжних дослідників до визначення сутності освітніх інновацій, підкреслено їхню роль як чинника модернізації освітньої системи. Встановлено, що освітні інновації виступають рушієм трансформації системи освіти в умовах постійних змін, сприяючи формуванню нової якості навчання й виховання, що відповідає потребам сучасного суспільства. Визначено, що інноваційний освітній процес є багаторівневою та інтегрованою системою, яка охоплює всі аспекти освітньої діяльності – від особистої ініціативи окремого педагога до масштабних реформ у сфері освіти – і спрямована на динамічне оновлення змісту, форм і технологій навчання відповідно до вимог сучасного суспільства та досягнень науково-технічного прогресу. Водночас інноваційна педагогічна діяльність трактується як цілеспрямована, науково вмотивована й творча активність педагога, що передбачає пошук, розроблення, впровадження й адаптацію новітніх ідей, методів, педагогічних технологій і форм організації навчального процесу. Означено, що готовність майбутніх вихователів до організації інноваційної діяльності є важливою складовою їхньої професійної компетентності й передбачає наявність відповідних знань, навичок і установок до новаторської діяльності.*

Ключові слова: *підготовка майбутніх вихователів; інновація; освітня інновація; інноваційний освітній процес; інноваційна педагогічна діяльність.*

Vita BUTENKO
Sumy State Pedagogical University named after A.S. Makarenko, Ukraine
https://orcid.org/0000-0002-3578-8147
zbpk1974@gmail.com

THESAURUS OF THE PROBLEM OF TRAINING FUTURE EDUCATORS TO ORGANIZE INNOVATIVE ACTIVITIES OF PRESCHOOL CHILDREN

Abstract. *The article conducts a terminological analysis of the key concepts of the study ("innovation", "educational innovation", "innovative educational process", "innovative pedagogical activity") and forms a thesaurus of the problem of training future educators to organize innovative activities of preschool children. Two scientific approaches to the interpretation of the concept of "innovation" are considered – procedural-modification and result-methodological, their features and significance for education are highlighted. Attention is paid to the distinction between the concepts of "novation" and "innovation", which allows avoiding terminological confusion in pedagogical discourse. The approaches of domestic and foreign researchers to determining the essence of educational innovations are analyzed, their role as a factor in the modernization of the education system is emphasized. It is established that educational innovations act as a driver of the transformation of the education system in conditions of constant change, contributing to the formation of a new quality of teaching and upbringing that meets the needs of modern society. It is determined that the innovative educational process is a multi-level and integrated system that covers all aspects of educational activity – from the personal initiative of an individual teacher to large-scale reforms in the field of education – and is aimed at dynamically updating the content, forms and technologies of education in accordance with the requirements of modern society and the achievements of scientific and technological progress. At the same time, innovative pedagogical activity is interpreted as a purposeful, scientifically motivated and creative activity of a teacher, which involves the search, development, implementation and adaptation of the latest ideas, methods, pedagogical technologies and forms of organization of the educational process. It is noted that future educators' readiness to organize innovative activities is an important component of their professional competence and implies acquiring the appropriate knowledge, skills and attitudes towards innovative activities.*

Key words: *training of future educators; innovation; educational innovation; innovative educational process; innovative pedagogical activity.*

Statement of the problem. Modern transformations in the preschool education system necessitate preparation of a new type of educators – capable of initiating, implementing and supporting innovative activities in interaction with preschool children. In this context, there is a need to clarify the conceptual-

terminological apparatus of the study, which covers both the phenomenon of training future educators and the specifics of innovative activities in the preschool educational space. The interpretations of the key concepts available in the scientific literature are often disparate and ambiguous, which complicates the formation of a holistic methodological basis for training future specialists for a given type of professional activity. In this regard, the need for the analysis of definitions and systematization of the fundamental concepts that form the thesaurus of the problem is urgent in order to ensure scientific clarity, conceptual consistency and effectiveness of educators' professional training for organizing innovative activities of preschool children.

Analysis of recent research and publications has shown that in the scientific and pedagogical discourse the problem of training future educators has found its reflection in the works of Ukrainian scientists.

In particular, in the context of the modern degree model of education, a competence-based approach focused on the formation of future educators' professional competence is of priority importance. Its conceptual and methodological foundations are revealed in the works of such scientists as H. Bielienka [2], O. Bobyreva [3], A. Dmytrenko [11], T. Telychko [27] and others, who highlight various aspects of the educators' professional development in the field of preschool education.

Functional-practical and sector-specific research areas are focused on the preparation of future educators for the implementation of key professional functions and educational areas in preschool education. The focus is on developing readiness to work with different categories of children and families, implementing social, ecological, inclusive, digital, patriotic, health-preserving education, as well as developing speech, mathematical, artistic-aesthetic, research, constructive, musical, and emotional spheres (N. Hrama [9], I. Dychkivska [10], O. Koshil [17], I. Pidlypniak [22], N. Trofaila [29], and others).

Taking into account the scientific approaches of the mentioned scientists to the formulation of "professional training of future educators", within the framework of the study, the specified content construct will be interpreted as a holistic, specially organized and systematically directed educational process in a higher education institution, which ensures formation in future specialists of a complex of theoretical knowledge, professional and methodological skills, professional competences, personal qualities and value orientations necessary for the effective implementation of pedagogical activity in the conditions of modern preschool education.

The research goal: to form a thesaurus of the problem of training future educators to organize innovative activities of preschool children.

Methods: analysis and synthesis of scientific and scientific-methodological literature on the problem, which allowed us to analyze the essence of the main concepts that make up the conceptual and categorical apparatus of pedagogical research; generalization of the obtained research results.

Findings. The modern context of education development, accompanied by dynamic transformations, information saturation, and a growing demand for creative, independent, and initiative specialists, actualizes the significance of the innovative component in the professional activity of a teacher. This, in turn, determines the need for such training of future educators, which ensures their ability not only to adapt to innovations but also to actively initiate and implement them in the educational process. Therefore, it is of particular importance to understand the essence of future educators' readiness to organize innovative activities of preschool children, which is considered one of the leading requirements for the professional competence of a specialist.

In view of the above, an important step is to carry out a terminological analysis of the basic concepts that outline the content of future educators' professional training in the context of innovative activities. Revealing the essence of such categories as "innovation", "educational innovation", "innovative educational process", and "innovative pedagogical activity" will be a necessary prerequisite for forming a holistic idea of the essence and content of the aforementioned readiness.

Analysis of the genesis of the concept of "innovation" *(from the Latin innovatio – renewal, change)* shows that this category, although relatively new for pedagogical science, has deep roots in the field of economics. Initially, the term was used to denote the process of introducing new technologies into production activities, and it was in this sense that it became widespread in scientific circles [7, p. 13]. One of the first theorists who gave the term "innovation" a conceptual meaning was the Austrian economist J. Schumpeter. In his work "Theory of Economic Development", he outlined innovation as the result of a new combination of production factors that ensures the development of the economy and the formation of competitive advantages [31].

We note the fact that in scientific discourse the term "innovation" is considered by researchers from different positions, and its interpretation varies depending on the theoretical and methodological principles, research objectives, and the context of implementing changes. In order to organize and generalize scientific approaches to the interpretation of the concept of "innovation", we have systematized its definitions presented in the works of scientists. Referring to the achievements of scientists, two scientific approaches to the interpretation of the concept of "innovation" have been identified – procedural-modification and result-methodological. They are presented in Table 1.

The essence of the process-modification approach lies in understanding innovation as a continuous process that includes the stages of emergence, development, improvement, and implementation of new ideas, technologies, methods, or products aimed at meeting social, economic, educational, or cultural needs. At the same time, attention is focused on the modifiability of innovation, i.e., its ability to change, adapt, become more complex, or improve in response to new challenges, external conditions, or internal needs of the system. This approach allows us to consider innovation not only as a completed result or a static innovation, but as a dynamic process of purposeful transformations, in which innovative activity is not a one-time act, but a long-term, interconnected, and flexible mechanism. This is especially important in the context of preschool education, where innovations require adaptation to the changing social environment, age characteristics of children, requests of parents, and professional competence of the educator.

Table 1

Scientific approaches to interpreting the concept of "innovation"

Approach	Definition	Author, source
Process-modification approach	"... a multi-component *process* that encompasses the stages of emergence, development, and implementation of a scientific or other original idea to the level of its practical application with subsequent dissemination..."	I. Budnikevych, I. Shkola [5, p. 29]
	"... a complex *process* that encompasses creation of new consumer values based on scientific and technological achievements, their implementation and use to meet current needs of society"	I. Matsikanych [34, p. 1]
	"... the *process* of transforming ideas and the possibility of their implementation in practice; a planned, rational *process*; an evolutionary, nonlinear, and interactive process that requires intensive communication and cooperation between different actors"	G. Aouad [32, p. 374]
	"... *changes* that cover all areas of an enterprise's life (production, marketing, financial, organizational, social) through the implementation, development and use of new or improved solutions based on scientific and technical achievements..."	Yu. Lavrinenko [19, c. 194]
	"... a new phenomenon, a form of innovation, or any *change* initiated by a business entity in its own activities with the aim of strengthening or enhancing its competitive position"	Yu. Karakai [15, c. 33]
	"... an *innovation*, the use of which leads to qualitative changes in production in order to obtain socio-economic benefits (effect)"	M. Krupka [18, c. 22]
	"... *combining the ability* to identify challenges (vision) with the ability to find new solutions (inventions) that benefit both the client and society"	E. Bayó, X. Camps [33]
Result-oriented and methodological approach	"... *newly created* (applied) and (or) improved competitive technologies, products or services, as well as organizational and technical innovations in production, management, commerce or other areas that significantly improve the structure and quality of production processes and (or) social services"	Law of Ukraine "On Innovation Activity" [14]
	"... a complex *result* of the intellectual, creative and professional activity of an innovator, manifested in the creation of a new idea or a significant modification of an existing process, method, tool or product, brought to practical use in order to achieve an economic, social, environmental and scientific-technical effect"	V. Kariuk [16, c. 89]
	"... a *result* of innovation activity, reflected in the form of scientific, technical, organizational, or socio-economic innovations, which can be obtained at any stage of the innovation process"	P. Khariv [30, c. 13]
	"... an original *solution* that is novel, based on scientific-technical achievements, implementation of which leads to changes in all areas of the enterprise's activity through the creation, development and use of a new product, service or technology to achieve the maximum possible economic, social, environmental or other effect"	M. Polehenka [22, c. 60]

Within the framework of the result-oriented and methodological approach, innovation is considered a dual phenomenon that combines the features of both a result and a means of activity. This approach allows integrating a pragmatic focus on obtaining an innovative result with a technological orientation on the rational use of means to achieve it. In the context of professional training of future educators of preschool education institutions, the result-oriented and methodological approach creates the basis for the formation of innovative competence, which involves the ability to produce innovative pedagogical solutions and effectively apply innovative means in professional activity.

Considering the essence of both approaches, within the framework of our study, the concept of "innovation" is expedient to define as "a dynamic process and at the same time the result of purposeful intellectual, creative or professional activity aimed at creating, improving and implementing new or significantly improved ideas, methods, technologies, products or forms of organization that provide qualitative changes in the educational environment and increase the effectiveness of professional activity".

Referring to the research of I. Dychkivska [10], it is appropriate to note that the key feature of innovation as a completed phenomenon is not only the fact of its implementation, but also its integration into the system of human activity to such a level that novelty loses its own exclusivity and becomes part of the usual functioning. This is precisely where the peculiar "innovation paradox" lies – as soon as we can confidently identify innovation as such, it ceases to be an innovation in the literal sense, turning into a usual practice. In this context, it is extremely important to distinguish between three interrelated, but not identical, concepts: *novation, new solution, and innovation*.

According to the interpretation of scientists [7; 10 et al.], a novation is considered as an idea or action that has the potential to change established practice but has not yet entered the sphere of its implementation. It exists mainly in the project plane, as an idea or concept that offers an alternative to the existing order of things. A new solution is a practical step towards the implementation of an innovation, i.e., the process of its integration into the real conditions of a certain sphere of human activity, in particular, education. However, only when this new solution proves to be effective, receives social recognition, and is scaled up to the level of stable practice, does it acquire the status of an innovation.

It is also worth emphasizing the time aspect of this process. It is possible to define a certain phenomenon as an innovation only retrospectively, when the effect of its implementation and adaptation in the professional environment has already been recorded. At the same time, not all innovations have innovative potential, and not every innovation ends with the formation of an innovation. This three-level approach allows avoiding terminological confusion, which often arises due to the incorrect use of synonymous concepts such as "novelty", "invention", or "discovery", which have a different etymological nature and conceptual content. Compliance with terminological accuracy is not only a formal requirement of scientific language but is a prerequisite for the methodological correctness of research in the field of innovation science.

In the context of our study, consideration of the essence of the terminological phrase "educational innovations" as a key factor in the modernization of the educational space in modern conditions is actualized. The analysis of research has shown that the issue of educational innovations has become the subject of thorough theoretical understanding by leading domestic and foreign researchers (L. Burkova [6]; I. Dychkivska [10]; S. Tykhonova [28]; et al.). Having analyzed the approaches of the above-mentioned scientists to defining the essence of the concept of "educational innovations", it is worth paying attention to the multidimensionality of interpretations, which indicates the complexity and comprehensiveness of the phenomenon itself. Within the educational space, innovations are increasingly considered as a component of the strategic development of the education system, which contributes to its adaptation to changes in the socio-cultural context and the requirements of modern society.

Thus, I. Dychkivska interprets educational innovation as the process of introducing new approaches to the goals, content, methods, and organizational forms of learning, which are implemented in the joint activities of the teacher and students. Pedagogical innovations, in her opinion, are changes in educational practice, which concern the rethinking of the content and technological aspects of pedagogical activity with an orientation towards its increased efficiency [10, p. 117].

A similar position is held by S. Tykhonova, who emphasizes the procedural nature of educational innovation, considering it as the introduction of innovation directly into the practice of educational activity. That is, innovation acquires the function of a transformation mechanism that ensures movement from a traditional to a qualitatively new state within the educational system [28, p. 75].

A detailed interpretation of the concept is contained in the Regulation on the procedure for implementing innovative educational activities, which emphasizes that educational innovations include both newly created and improved educational, teaching, upbringing, psychological, pedagogical and management technologies, methods, models, products and technical solutions that can significantly affect the quality and effectiveness of the educational process [24, p. 2]. In this approach, innovations appear not only as content or methodological innovations but also as strategic resources for updating the entire education system.

O. Dubaseniuk, in turn, emphasizes the dynamic nature of innovations, considering them as a process of creation, implementation, and dissemination of new ideas, approaches, and technologies that ensure improvement of the effectiveness of education and cause systemic changes that translate it into a qualitatively new state [12, p. 13].

A meaningful emphasis on the need for a clear distinction between concepts is made by L. Burkova [6], who does not identify "educational" and "pedagogical" innovations as synonymous. Educational innovations cover a broader context and relate to systemic changes at the level of structure, content, organization, management, and functioning of educational processes in general. While pedagogical innovations are an integral component of educational ones, they have a clearly expressed focus on the transformation of the pedagogical process as a system of targeted influence on the personality of the learner. Pedagogical innovations include the latest pedagogical technologies, techniques, methods, and forms of organizing learning and education, which contribute to qualitative changes in the subjects of educational interaction.

Thus, generalizing the approaches of various scientists, we can conclude that the concept of "educational innovations" is multicomponent and interdisciplinary in nature. It covers both content and methodological changes in pedagogy, as well as organizational, technological, social, and economic aspects of updating the educational environment. Educational innovations act as a driver of the transformation of the education system in conditions of constant change, contributing to the formation of a new quality of learning and education that meets the needs of modern society.

Given the complex nature of innovative educational transformations, it is extremely important to understand the holistic process of the emergence, introduction, and dissemination of innovations. That is why the consideration of the concept of *"innovative educational process"* is of particular importance.

The understanding of the innovative educational process as a complex dynamic system is found in the works of domestic researchers (L. Burkova [6]; O. Petryshche, Yu. Lobunko, V. Dodurych [21]; O. Slushnyi [25]; T. Tykhonova [28]; et al.), who emphasize that this process includes the full life cycle of an educational innovation: from the birth of an idea, its theoretical and practical development, to testing, mass implementation, stabilization in practice, and further – a possible decrease in relevance or transformation into a new quality through irradiation.

O. Slushnyi, studying the innovation process in education, defines this construct as a holistic activity aimed at creating, testing, implementing, and disseminating new ideas, approaches, technologies, and organizational solutions that ensure positive qualitative changes in the structure, content, and results of the educational system [25, p. 46]. This position is consistent with the approach expressed in the study by O. Petryshche, Yu. Lobunko, V. Dodurych [21, p. 75], where the innovation process is outlined as a consistent activity that encompasses the birth, development, assimilation, and translation of innovations aimed at increasing the efficiency of the educational process.

A special place within the innovation process is occupied by *innovative pedagogical activity*, which, according to the position of I. Dychkivska, it is appropriate to interpret it as “a complex formation, a set of different types of work in terms of goals and nature, corresponding to the main stages of development of the innovative processes and aimed at creating and introducing changes by the teacher to his own work system” [10, p. 134]. According to O. Yemchik’s position, innovative pedagogical activity is considered as “a complex, multifaceted professional activity of a teacher, which is based on his personal initiative, reflexivity and ability to critically reflect on his own pedagogical experience” [13, p. 217]. The conceptual approach of V. Bereziuk, O. Rudik allows us to interpret such activity as “a special form of creative self-expression of a teacher, which consists in the constant search for effective ways of updating the educational system and transforming the educational environment in accordance with personal values and social expectations” [1, p. 6]. At the same time, L. Sushchenko focuses on the stages of innovative activity: from the birth of an idea (novelty), which embodies a new content, method, or approach, to its practical implementation as an organized innovation [26, p. 304]. As we can see, innovative pedagogical activity is not only a means of modernizing one’s own professional experience, but also a factor in the general dynamics of educational changes, as it encompasses the transformation of traditional pedagogical tools, the integration of modern technologies, and the development of new models of interaction with participants in the educational process.

Thus, the innovative educational process appears as a complex, holistic system that encompasses all levels of educational activity – from the individual initiative of a teacher to systemic reforms – and ensures the renewal of education in accordance with modern social demands and scientific-technological progress. At the same time, innovative pedagogical activity is considered a creative, purposeful, scientifically substantiated activity of a teacher, aimed at searching, developing, implementing, and adapting new ideas, methods, technologies, and forms of organizing the educational process.

The focus of our study is to update the consideration of the fundamental construct *“readiness of future educators to organize innovative activities of preschool children”*. The analysis of the achievements shows that scientists pay considerable attention to various aspects of training future educators to organize innovative activities, focusing on both the content and procedural characteristics of this phenomenon. In particular, the researchers provided the authors’ definitions of readiness for the specified training, such as: "... a special personal state that assumes the presence of future educators with a motivational and value-based attitude to innovative activities, the ability to creativity and reflection..." [10, p. 410]; "... a holistic manifestation of the personality and its focus on performing a set of actions to achieve the expected result" [20, p. 192]; "a purposeful process of forming students of pedagogical institutions of higher education as subjects of educational innovations" [8, p. 71]; "formed competence to solve problems, tasks or issues related to the introduction, dissemination of innovations or their creation" [4, p. 40].

Based on the analysis of scientific achievements and presented author’s definitions, we have formulated our own vision of the concept of *"future educators’ readiness to organize innovative activities"* as an integrative personal and professional formation, which is manifested in the ability of a future educator to realize the value of innovations, accept them as a necessary condition for an effective educational process, creatively transform pedagogical ideas into practical actions, independently generate innovations in

accordance with the needs of modern preschool education, and reflexively evaluate the results of their own activities in an innovative context.

Conclusions and prospects for further research. Thus, the analysis made it possible to deeply understand the essence of the basic concepts that constitute the terminological basis of the problem of preparing future educators to organize innovative activities of preschool children. Clarification of the content of such key definitions as "innovation", "educational innovation", "innovative educational process", "innovative pedagogical activity" made it possible to form a holistic thesaurus of the study, which reflects the conceptual foundations of this phenomenon and ensures the unity of scientific discourse. The created terminological basis contributes to the clarification of the scientific apparatus of the problem, which is of great importance for the theory and practice of professional training of preschool education specialists in the context of modernization of the educational system.

Further attention will be focused on identifying key pedagogical principles that determine the specifics of organizing innovative activities of preschool children in the context of a modern educational environment.

Conflict of Interest. The author declares no financial, personal, or other interests that could be considered a potential conflict of interest regarding the publication of this article.

Funding. This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Data Availability. This is a theoretical study and does not involve the use of any additional datasets.

Use of Artificial Intelligence. AI tools were not used in the writing of this work.

Список використаних джерел

1. Березюк В. С., Рудік О. А. Інноваційні технології в ДНЗ: посібник. Харків: Видавнича група «Основа», 2017. 224 с.
2. Бєлєнька Г. В. Теоретико-методичні засади формування професійної компетентності вихователів дошкільних навчальних закладів в умовах ступеневої підготовки: дис. … докт. пед. наук: 13.00.04. Київ, 2012. 495 с.
3. Бобирєва О. С. Формування фахової компетентності майбутніх вихователів закладів дошкільної освіти засобами інтерактивних технологій (дис. ... докт. філософії: 015 – Професійна освіта). Мукачево, 2023. 403 с.
4. Будас Ю. О. Підготовка майбутніх вчителів до інноваційної педагогічної діяльності засобами ділової гри: автореф. дис. … канд. пед. наук. Вінниця, 2010. 20 с.
5. Буднікевич І. М., Школа І. М. Становлення регіонального ринку інновацій в Україні. Чернівці: Зелена Буковина, 2002. 200 с.
6. Буркова Л. В. Класифікація інновацій в освіті. *Теорія та методика управління освітою*. 2010. № 4. URL: http://umo.edu.ua/images/content/nashi_vydanya/metod_upr_osvit/v_4/4.pdf
7. Власова І. В. Сутність та визначення інновацій як економічної категорії: теоретичний аспект. *Економіка та підприємництво*. 2009. № 22. С. 12–18. URL: http://ir.kneu.kiev.ua:8080/handle/2010/487
8. Гавриш І. В. Теоретико-методологічні основи формування готовності майбутніх учителів до інноваційної професійної діяльності: дис. … д-ра пед. наук. Харків, 2006. 572 с.
9. Грама Н. Г. Теоретико-методичні засади фахової підготовки педагога- вихователя дошкільного закладу до економічного виховання дітей (дис. … докт. пед. наук: 13.00.04). Одеса, 2003. 326 с.
10. Дичківська І. М. Теоретико-методичні засади підготовки майбутніх вихователів дошкільних закладів до інноваційної педагогічної діяльності (дис. … докт. пед. наук: 13.00.04). Харків, 2018. 500 с.
11. Дмитренко А. П. Формування професійної компетентності майбутніх вихователів закладів дошкільної освіти на засадах технологічного підходу: дис. … докт. філософії: 011 Освітні, педагогічні науки. Глухів, 2021. 308 с.
12. Дубасенюк О. А. Інновації в сучасній освіті. Інновації в освіті: інтеграція науки і практики. Житомир: Вид-во ЖДУ ім. І. Франка, 2014. С. 12–28.
13. Ємчик О. Інноваційна діяльність як вид педагогічної творчості вихователя закладу дошкільної освіти. *Acta Paedagogica Volynienses.* 2023. № 1. С. 25–30.
14. Закон України «Про інноваційну діяльність». 2002. URL: https://zakon.rada.gov.ua/laws/show/40-15#Text
15. Каракай Ю. В. Маркетинг інноваційних товарів: монографія. Київ: КНЕУ, 2005. 226 с.
16. Карюк В. І. Удосконалення наукових підходів до поняття «інновація». Економіка та держава. 2012. № 4. С. 87–89.
17. Кошіль О. П. Підготовка майбутніх вихователів до проєктування освітнього середовища закладу дошкільної освіти (дис. … канд. пед. наук: 13.00.04). Київ, 2021. 309 с.
18. Крупка М. І. Фінансово-кредитний механізм інноваційного розвитку економіки України. Львів: Видавничий центр Львівського національного університету імені Івана Франка, 2001. 608 с.
19. Лавріненко Ю. М. Теоретичні аспекти визначення сутності інновацій. Економічні науки. Вісник Запорізького національного університету. 2010. №2 (6). С. 191–195.
20. Лах М. Формування готовності майбутніх педагогів до впровадження інноваційних технологій навчання дітей старшого дошкільного віку: дис. … канд. пед. наук: 13.00.04. Івано-Франківськ, 2016. 269 с.
21. Петрище О., Лобунько Ю., Додурич В. Пріоритетність інноваційного процесу в освіті. Інновації в сучасній освіті: методологія, технологія, дидактичні та виховні аспекти: монографія. 2023. С. 71–78.
22. Підлипняк І. Ю. Підготовка майбутніх вихователів до формування математичної компетенції дошкільників у різновікових групах (дис. … канд. пед. наук: 13.00.04). Умань, 2014. 240 с.

23. Полегенька М. А. Етимологія терміну «інновації» як економічної категорії. *Агросвіт*. 2016. № 21. С. 57–61.
24. Про затвердження Положення про порядок здійснення інноваційної освітньої діяльності: наказ МОН України від 11.07.2017 № 994. URL: https://zakon.rada.gov.ua/laws/show/z1155-23#Text
25. Слушний О. М. Теоретичні підходи до інноваційних процесів в освіті України. *Інноваційна педагогіка*. 2021. Випуск 37. С. 43–47.
26. Сущенко Л. О. Педагогічні інновації: від стратегії до реалізації. *Вісник Дніпропетровського університету імені Альфреда Нобеля. Серія «Педагогіка і психологія». Педагогічні науки*. 2015. № 2(10). С. 302–307.
27. Теличко Т. В. Формування фахової компетентності майбутніх вихователів закладів дошкільної освіти на засадах міждисциплінарного підходу (дис. ... докт. філософ.: 015 – професійна освіта). Мукачево, 2021. 294 с.
28. Тихонова Т. Інновації в закладі освіти: сутність, нормативне забезпечення, методика організації. *Інноватика в освіті.* 2022. № 1 (92) С. 74–83.
29. Трофаїла Н. Д. Підготовка майбутніх вихователів до емоційного розвитку дітей дошкільного віку (дис. ... канд. пед. наук: 13.00.08). Умань, 2019. 270 с.
30. Харів П. С. Інноваційна діяльність підприємства та економічна оцінка інноваційних процесів. Тернопіль: «Економічна думка», 2003. 326 с.
31. Шумпетер Й. Теорія економічного розвитку. Дослідження прибутків, капіталу, кредиту, відсотка та економічного циклу, 2011. Київ: Вид. дім «Києво-Могилянська академія». 243 с.
32. Aouad G. Facilitating innovation in construction. *Construction Innovation*. 2010. № 10 (4). P. 374–394.
33. Bayó E., Camps X. How to become an innovative company. 2015. 130 p.
34. Matsikanych I. M. Main aspects of the concept of innovation. *Modern problems of management of enterprises: Theory and Practice* – International scientific-practical conference, Kharkiv, March 30-31, 2017. 2017. Pp. 156–159.

References

1. Bereziuk V. S., Rudik O. A. Innovatsiini tekhnolohii v DNZ [Innovative technologies in PEI]: posibnyk. Kharkiv: Vydavnycha hrupa «Osnova», 2017. 224 s. (in Ukrainian).
2. Bielienka H. V. Teoretyko-metodychni zasady formuvannia profesiinoi kompetentnosti vykhovateliv doshkilnykh navchalnykh zakladiv v umovakh stupenevoi pidhotovky [Theoretical and methodological foundations of forming professional competence of preschool educators in conditions of degree training]: dys. … dokt. ped. nauk: 13.00.04. Kyiv, 2012. 495 s. (in Ukrainian).
3. Bobyrieva O. S. Formuvannia fakhovoi kompetentnosti maibutnikh vykhovateliv zakladiv doshkilnoi osvity zasobamy interaktyvnykh tekhnolohii [Formation of professional competence of future preschool educators by means of interactive technologies] (dys. ... dokt. filosofii: 015 – Profesiina osvita). Mukachevo, 2023. 403 s. (in Ukrainian).
4. Budas Yu. O. Pidhotovka maibutnikh vchyteliv do innovatsiinoi pedahohichnoi diialnosti zasobamy dilovoi hry [Preparation of future teachers for innovative pedagogical activity by means of business games]: avtoref. dys. … kand. ped. nauk. Vinnytsia, 2010. 20 s. (in Ukrainian).
5. Budnikevych I. M., Shkola I. M. Stanovlennia rehionalnoho rynku innovatsii v Ukraini [Formation of the regional innovation market in Ukraine]. Chernivtsi: Zelena Bukovyna, 2002. 200 s. (in Ukrainian)
6. Burkova L. V. Klasyfikatsiia innovatsii v osviti [Classification of innovations in education]. Teoriia ta metodyka upravlinnia osvitoiu [Theory and methodology of educational management]. 2010. № 4. URL: http://umo.edu.ua/images/content/nashi_vydanya/metod_upr_osvit/v_4/4.pdf (in Ukrainian).
7. Vlasova I. V. Sutnist ta vyznachennia innovatsii yak ekonomichnoi katehorii: teoretychnyi aspect [The essence and definition of innovations as an economic category: theoretical aspect]. Ekonomika ta pidpryiemnytstvo [Economics and Entrepreneurship]. 2009. № 22. S. 12–18. URL: http://ir.kneu.kiev.ua:8080/handle/2010/487 (in Ukrainian).
8. Havrysh I. V. Teoretyko-metodolohichni osnovy formuvannia hotovnosti maibutnikh uchyteliv do innovatsiinoi profesiinoi diialnosti [Theoretical and methodological foundations of the formation of future teachers' readiness for innovative professional activity]: dys. … d-ra ped. nauk. Kharkiv, 2006. 572 s. (in Ukrainian).
9. Hrama N. H. Teoretyko-metodychni zasady fakhovoi pidhotovky pedahoha-vykhovatelia doshkilnoho zakladu do ekonomichnoho vykhovannia ditei [Theoretical and methodological foundations of professional training of a preschool teacher for the economic education of children] (dys. … dokt. ped. nauk: 13.00.04). Odesa, 2003. 326 s. (in Ukrainian).
10. Dychkivska I. M. Teoretyko-metodychni zasady pidhotovky maibutnikh vykhovateliv doshkilnykh zakladiv do innovatsiinoi pedahohichnoi diialnosti [Theoretical and methodological foundations of training future preschool teachers for innovative pedagogical activity] (dys. … dokt. ped. nauk: 13.00.04). Kharkiv, 2018. 500 s. (in Ukrainian).
11. Dmytrenko A. P. Formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv zakladiv doshkilnoi osvity na zasadakh tekhnolohichnoho pidkhodu [Formation of professional competence of future preschool educators based on the technological approach]: dys. … dokt. filosofii: 011 Osvitni, pedahohichni nauky. Hlukhiv, 2021. 308 s. (in Ukrainian).
12. Dubaseniuk O. A. Innovatsii v suchasnii osviti. Innovatsii v osviti: intehratsiia nauky i praktyky [Innovations in modern education. Innovations in education: integration of science and practice]. Zhytomyr: Vyd-vo ZhDU im. I. Franka, 2014. S. 12–28 (in Ukrainian).
13. Yemchyk O. Innovatsiina diialnist yak vyd pedahohichnoi tvorchosti vykhovatelia zakladu doshkilnoi osvity [Innovative activity as a type of pedagogical creativity of a preschool teacher]. Acta Paedagogica Volynienses. 2023. № 1. S. 25–30 (in Ukrainian).
14. Zakon Ukrainy «Pro innovatsiinu diialnist» [Law of Ukraine "On Innovative Activity"]. 2002. URL: https://zakon.rada.gov.ua/laws/show/40-15#Text (in Ukrainian).
15. Karakai Yu. V. Marketynh innovatsiinykh tovariv [Marketing of innovative goods]: monohrafiia. Kyiv: KNEU, 2005. 226 s. (in Ukrainian).

16. Kariuk V. I. Udoskonalennia naukovykh pidkhodiv do poniattia «innovatsiia» [Improving scientific approaches to the concept of "innovation"]. Ekonomika ta derzhava [Economy and State]. 2012. № 4. S. 87–89 (in Ukrainian).
17. Koshil O. P. Pidhotovka maibutnikh vykhovateliv do proiektuvannia osvitnoho seredovyshcha zakladu doshkilnoi osvity [Preparing future educators for designing the educational environment of a preschool education institution] (dys. … kand. ped. nauk: 13.00.04). Kyiv, 2021. 309 s. (in Ukrainian).
18. Krupka M. I. Finansovo-kredytnyi mekhanizm innovatsiinoho rozvytku ekonomiky Ukrainy [Financial and credit mechanism of innovative development of the economy of Ukraine]. Lviv: Vydavnychyi tsentr Lvivskoho natsionalnoho universytetu imeni Ivana Franka, 2001. 608 s. (in Ukrainian).
19. Lavrinenko Yu. M. Teoretychni aspekty vyznachennia sutnosti innovatsii [Theoretical aspects of determining the essence of innovations]. Ekonomichni nauky. Visnyk Zaporizkoho natsionalnoho universytetu [Economic sciences. Bulletin of the Zaporizhzhia National University]. 2010. №2 (6). S. 191–195 (in Ukrainian).
20. Lakh M. Formuvannia hotovnosti maibutnikh pedahohiv do vprovadzhennia innovatsiinykh tekhnolohii navchannia ditei starshoho doshkilnoho viku [Formation of readiness of future teachers to implement innovative technologies for teaching children of senior preschool age]: dys. … kand. ped. nauk: 13.00.04. Ivano-Frankivsk, 2016. 269 s.
21. Petryshche O., Lobunko Yu., Dodurych V. Priorytetnist innovatsiinoho protsesu v osviti. Innovatsii v suchasnii osviti: metodolohiia, tekhnolohiia, dydaktychni ta vykhovni aspekty [Priority of the innovation process in education. Innovations in modern education: methodology, technology, didactic and educational aspects]: monohrafiia. 2023. S. 71–78 (in Ukrainian).
22. Pidlypniak I. Yu. Pidhotovka maibutnikh vykhovateliv do formuvannia matematychnoi kompetentsii doshkilnykiv u riznovikovykh hrupakh [Preparation of future educators for the formation of mathematical competence of preschoolers in different age groups] (dys. … kand. ped. nauk: 13.00.04). Uman, 2014. 240 s. (in Ukrainian).
23. Polehenka M. A. Etymolohiia terminu «innovatsii» yak ekonomichnoi katehorii [Etymology of the term "innovation" as an economic category]. Ahrosvit. 2016. № 21. S. 57–61 (in Ukrainian).
24. Pro zatverdzhennia Polozhennia pro poriadok zdiisnennia innovatsiinoi osvitnoi diialnosti: nakaz MON Ukrainy [On approval of the Regulation on the procedure for implementing innovative educational activities: order of the Ministry of Education and Science of Ukraine] vid 11.07.2017 № 994. URL: https://zakon.rada.gov.ua/laws/show/z1155-23#Text (in Ukrainian).
25. Slushnyi O. M. Teoretychni pidkhody do innovatsiinykh protsesiv v osviti Ukrainy [Theoretical approaches to innovative processes in education in Ukraine]. Innovatsiina pedahohika [Innovative Pedagogy]. 2021. Vypusk 37. S. 43–47 (in Ukrainian).
26. Sushchenko L. O. Pedahohichni innovatsii: vid stratehii do realizatsii [Pedagogical Innovations: From Strategy to Implementation]. Visnyk Dnipropetrovskoho universytetu imeni Alfreda Nobelia. Seriia «Pedahohika i psykholohiia». Pedahohichni nauky [Bulletin of Alfred Nobel University of Dnipropetrovsk. Series "Pedagogy and Psychology". Pedagogical Sciences]. 2015. № 2(10). S. 302–307 (in Ukrainian).
27. Telychko T. V. Formuvannia fakhovoi kompetentnosti maibutnikh vykhovateliv zakladiv doshkilnoi osvity na zasadakh mizhdystsyplinarnoho pidkhodu [Formation of Professional Competence of Future Teachers of Preschool Education Institutions on the Basis of an Interdisciplinary Approach] (dys. ... dokt. filosof.: 015 – profesiina osvita). Mukachevo, 2021. 294 s. (in Ukrainian).
28. Tykhonova T. Innovatsii v zakladi osvity: sutnist, normatyvne zabezpechennia, metodyka orhanizatsii [Innovations in an Educational Institution: Essence, Regulatory Support, Organizational Methodology]. Innovatyka v osviti [Innovation in Education]. 2022. № 1 (92) S. 74–83 (in Ukrainian).
29. Trofaila N. D. Pidhotovka maibutnikh vykhovateliv do emotsiinoho rozvytku ditei doshkilnoho viku [Preparation of future educators for the emotional development of preschool children] (dys. ... kand. ped. nauk: 13.00.08). Uman, 2019. 270 s. (in Ukrainian).
30. Khariv P. S. Innovatsiina diialnist pidpryiemstva ta ekonomichna otsinka innovatsiinykh protsesiv [Innovative activity of the enterprise and economic assessment of innovative processes]. Ternopil: «Ekonomichna dumka», 2003. 326 s. (in Ukrainian).
31. Shumpeter Y. Teoriia ekonomichnoho rozvytku. Doslidzhennia prybutkiv, kapitalu, kredytu, vidsotka ta ekonomichnoho tsyklu [Theory of economic development. Research of profits, capital, credit, interest and the economic cycle]. 2011. Kyiv: Vyd. dim «Kyievo-Mohylianska akademiia». 243 s. (in Ukrainian).
32. Aouad G. Facilitating innovation in construction. Construction Innovation. 2010. № 10 (4). P. 374–394.
33. Bayó E., Camps X. How to become an innovative company. 2015. 130 p.
34. Matsikanych I. M. Main aspects of the concept of innovation. Modern problems of management of enterprises: Theory and Practice – International scientific-practical conference, Kharkiv, March 30-31, 2017. 2017. Pp. 156–159.

| Матеріал надійшов до редакції: 28.05.2025 р. | Прийнято до друку: 01.07.2025 р. | Опубліковано: 30.09.2025 р. |