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**INNOVATIONS IN HIGHER EDUCATION:  
GLOSSARY  
OF TERMS AND DEFINITIONS**

**Uzhhorod  
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This publication generalizes the system of terms and definitions of innovative activity in higher education, which are used by international and Ukrainian professional community. It contains about 300 key terms and definitions relating to the organization, operation and development of innovative activities of universities in terms of globalization and European integration. Glossary, which is a part of educational and methodical complex of publications issued by Institute for European Integration Studies of UzhNU on issues of higher education, was developed as part of the research project "Innovative University as a tool of integration into the European educational and scientific area."

For students, graduate students, specialists in various fields of educational sphere, as well as all those interested in educational European integration processes.

**Dedicated to the 70th anniversary of Uzhhorod National University.**

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## FOREWORD

Recognition of European integration of Ukraine as strategic foreign policy priority, signing the Ukraine-EU Association Agreement, adoption of the new Law of Ukraine "On Higher Education", drafting the Concept of higher education development for 2015-2025 set new challenges for current high school on the way to European and world educational area to provide high-tech and innovative development.

Uzhhorod National University is working on the implementation of tasks and requirements that arise in the process of innovative university formation. Educational and Research Institute for European Integration Studies implemented research project "Innovative University as integration tool into the European educational and scientific area" with the financial support of the International Visegrad Fund.

**The project aim** is to develop the concept of innovative university formation of the European type at "Uzhhorod National University", based on European experience analysis, especially the V4 countries, international experience of higher education innovative activity, through co-work with manufacturing companies of the region and scientific institutions of the Visegrad Group.

**UzhNU partners in this project are:** Rzeszow University (Rzeszow, **Poland**), University of Debrecen (Debrecen, **Hungary**), Technical University in Kosice (**Slovak Republic**), NGO "Institute of transborder cooperation" (Uzhgorod, **Ukraine**).

**Project target groups are:**

- border area mass media;
- university students of Slovak Republic, Hungary, Poland, Romania and Ukraine border regions;

- NGOs that operate in the field of cross-border cooperation and tourism, environmental protection, economic and social development;
- legal entities and individuals, whose professional activity is related to the problems of development, implementation and use of certain production samples of innovative products;
- scientific and research institutions of Visegrad countries interested in intensification of cooperation in the sphere of innovations;
- representatives of deputies of regional and district councils, employees of state administrations and executive bodies of local governments, whose professional activity related to the problems of sustainable socio-economic development of the region.

The need for a glossary is conditioned by several reasons, among which is the absence of a single system for terms and definitions and a corresponding consensus in the understanding and use of innovative activity terms.

The glossary generalizes the system for terms and definitions of innovative activity in higher education, which are used by international and Ukrainian professional community.

The aim of the innovative activity glossary is systematical definition of basic concepts and associated terms that describe organization, functioning and development of innovative activity in higher educational institutions in terms of globalization and European integration.

This publication contains about 300 terms relating innovation in higher education. It is useful to specialists in various fields of national educational sphere, as well as all those interested in educational European integration processes.

# English alphabet

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

# A

**ABILITY FOR EMPLOYMENT** is availability of graduate competencies (knowledge, skills, and other personal characteristics) needed for successful employment.

**ACADEMIC FREEDOM** is autonomy and independence of the educational process participants during educational, scientific and educational, scientific and/or innovative activities carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, research and use of their results according to law.

**ACADEMIC MOBILITY** is an opportunity to learn, teach, train or conduct research activities in another university / institution of higher education (academic institution) in Ukraine or abroad by students, teachers and scientists.

**ACCREDITATION OF HIGHER EDUCATIONAL INSTITUTION** is public recognition of the status (accreditation level) of educational institution, confirming its ability to perform activities related to the provision of educational services in a certain specialty for a certain educational level required by state standards of higher education, as well as state requirements on personnel, scientific methods and

logistics. Higher educational institution is recognized accredited to a certain level and status if its divisions and not less than 75% of specialties provided get appropriate level of accreditation. **A.H.E.I.** is held during the academic year.

**A.H.E.I.** is carried out in accordance with the requirements laid down by Resolution of the Cabinet of Ministers of Ukraine dated August 9, 2001 №978 «On Approval of the Accreditation of Higher Educational Institutions and Disciplines in Higher Education and Higher Professional Schools.»

**ACTIVATION OF EDUCATIONAL ACTIVITY** is process and result of stimulating cognitive activity of persons enrolled. **A.E.A.** is purposeful activity of the teacher that focuses on the development and use of such content, forms, methods, techniques and training aids, which improve cognitive interest, activity and creative independence of persons enrolled in the process of gaining knowledge, skills and abilities to use them in practice.

**ACTIVE METHODS OF TEACHING** are teaching methods, involving creative educational activity and cognitive interests as well as creative thinking emerge. **A.M.T.** include the following: problem-based story and problem based lesson, lecture; explanatory and illustrative method and modelling method; the method of "case study"; heuristic and problem-searching

discussion; problem-search exercises; research laboratory works; developing training method; cognitive method and role-playing games; method of creating situations of cognitive disputes; method of creating emotional and moral situations; method of analysing situations and others.

**ACTIVITY COGNITIVE** is considered as activity and personality trait. This is a complex, integrated category, which is closely linked to the goal of activity, cognitive motives, mental and emotional sensibility of students, manifestations of independence; developed creative thinking, awareness of heuristic methods and creative knowledge. **A.C.** is an active attitude of human to perception and transformation of the world; revealed through questions, the desire to think in the process of perception, creation, understanding and creative application. According to T. Shamanova, **A.C.** is the purpose of activity, and the means of achieving results. There are three levels of **A.C.** - *Reproductive and Imitative* as means of inception another person; *Search and Executive* (interpreting) activity when you need to take task and find resolution by yourself; *Creative activity*, when the task is given to trainees and performed in new original way.

Cognitive activity as the activity of studying person can be seen in his / her attitude to content and process of learning, in the pursuit of effective mastering of knowledge in optimum time, mobilizing moral and



willpower efforts to achieve teaching and learning goals. Therefore, cognitive activity can be detected in focus and stability of cognitive interests, quest for effective ways of mastering knowledge and activities, mobilization of voluntary efforts to achieve the goal of teaching and learning, mental stress and moral-volitional qualities of a studying person.

**ACTIVITY OF PERSON. A.P.** is used in psychology to determine action and behaviour. There are following types of person`s activity: 1) general property of living matter, which existence depends on need to exercise external metabolism; 2) individual psychological properties of personality, which helps to adapt and overcome obstacles to achieve vital objectives; 3) quality of a personality that leads to self-fulfilment; encourages self-education, sense of purpose, efficiency and helps to transform the outworld according to internal and external needs, beliefs, goals.

There are few types of person`s activity, namely *harmonious* - describes the individual who is proactive and responsible; *productive* - people who take the initiative, but do not see themselves as executors of the problem, but they have to take responsibility; *reflexive* - describes individuals who have hyper-responsibility but lack of initiative; *executive* - describes people who are responsible, but do not show independence; *functional* - describes people who do not take responsibility, but active in the implementation of completed solution;

*contemplative* - describes persons, who proposing initiatives, do not take responsibility. The main forms of person`s activity are initiative and responsibility.

Person`s activity is seen as a power, source, mechanism of development and action. The distinctive feature of activity is intensification of the main characteristics of action, namely: strengthening of awareness, subjectivity, personal significance of goals. There is a higher level of motivation and knowledge of means and methods of activity, increased emotionality. Activity distinguishes power, source, mechanism, pointing to such successive stages of its formation as functioning or vital activity of individuals; activity as a condition for the survival of a person; activity as the highest form of functioning. The dynamics of human activity is found in two forms: 1) mutual transitions between activities, actions and operations; 2) "over-situational activity", which means person`s responsible formulation of ambitious goal.

**ACTUALIZATION OF KNOWLEDGE** refers to the stage of educational process in educational institution. Actualization (Latin *actualis* – active, effective) is implementation; transition from possibility to reality. *Actualization* is the study of past through the present; reliance on experience in the process of learning new. **A.K.** is imaging of knowledge, ideas, experience in studying person`s mind.

**ADAPTATION** (Latin *adapto* - to adapt) is a dynamic process by which mobile systems of living organisms, despite conditions variability, maintain the stability necessary for existence, development and reproduction.

**ADAPTIVE LEARNING** is complex dynamic system aimed at study and development of skills, abilities and interests of students; complex of scientific and methodological, administrative, organizational, psychological and sociological, logistical components that make it impossible to shift from traditional to humanistic type of education. The first concepts of adaptive learning were offered in 1950s by British cybernetic G. Pask and American psychologists N. Crowder and B. Skinner, who believed, that learning process should be operational (flexible) adaptation to individual abilities of students. The main *features* of **A.L.** are: consideration of learning and training abilities, interests, opportunities, life plans of students; provision to students real choice in educational process parameters; presentation of students as subjects of education; implementation of psycho-educational assessment of students as the basis of the educational process. **A.L.** as the educational system has great potential of implementation through education content and technological support of educational process and combines features of flexibility, choice, freedom etc.

**ADAPTIVE FUNCTION OF EDUCATION** is providing additional opportunities in the development of human capacity to adapt to the changing conditions of life by mastering new information and inclusion in active exchange with the surroundings through the expansion of philosophical ideas.

**A.F.E.** is implemented at three levels:

- *at the level of society* **A.F.E.** ensures its self-preservation, self-creation and self-development;

- *at social level* it meets the needs of society in transfer of experience and knowledge from generation to generation; promotes educational models creation and transformation of citizens educational needs;

- *at personal level* it helps to develop the ability to vital functions management; consciously use gained professional and life experience.

**A.F.E.** is essential for developing the capacity for change, innovation creating adaptive personality traits and qualities which produce new models of social behaviour and new value system.

**ADDITIONAL FACULTY (FACULTY OF SUPPLEMENTARY EDUCATION)** is specially created university faculty, which coordinates additional vocational education programs of universities and implements supplementary vocational education programs, which include the following: advanced training; educational and scientific traineeship; training for the performance of a new type of professional

activity and receiving of additional training; Second Higher Education.

Additional faculty can include preparatory courses for entry into universities. **A.F.** provides educational, research, teaching and information operation at all levels of additional education. The strategic task **A.F.** is an effective system of further education at universities.

**ADEQUACY OF EDUCATION SYSTEM** (Latin *adaequatus* – equated, equal) refers to compliance with the requirements of the educational system trends of modern society and its development. In dynamically developing society, the ability of educational system to respond quickly and proactively to social changes, readjust in response to increasing changes and requirements, human as subject of different activities is of great importance. As a general belief the only adequate to modern society is a system of continuous education. The task of **A.E.S.** is to provide access to both comprehensive general education and special education aimed at specific professional activities. **A.E.S.** prepares people to live in different variable conditions and change their professions.

**ADMINISTRATIVE INNOVATION TECHNOLOGY** is modern economic, psychological, diagnostic, information technology, creating conditions for rapid and effective decision-making by managers.

**ADMISSION** is mean of influencing of management subsystem on a management object (innovation, innovation process, implementation of innovation).

**ALTERNATIVE EDUCATION** (Latin *alter* - one of two, meaning the need to choose between two or more mutually exclusive features based on comparison) is complex formation and relatively new regarding traditional education. Mostly **A.E.** is considered as the opportunity that has appeared (abstract and concrete, formal and real, direct and without prospects), but is not socially implemented. Alternative education opposes to traditional one, focusing on the prospects and seeks for original solutions to existing problems of education. **A.E.** exists in the form of ideas, concepts, approaches, methods, technology management, etc., which are generally aimed at changing traditional education or its separate components. The subjects of alternative education are primarily individuals who do not "tie" their professional activity to a particular educational institution or school, uniting in non-governmental organizations, professional communities, associations and others.

**A.E.** is determined by time factors. Socio-economic, political, scientific and technological changes raise multidimensional, pluralistic approaches in society and in the minds of citizens that lead to

finding different solutions to educational problems. Alternative education is especially topical in times of economic and active instability. Therefore, expressing multivariate educational change, alternative is the nature of the system. In its extreme radical points alternative education can be both indicator of new, progressive and old, regressive nature.

Late XX - early XXI century is characterized by alternative education of new quality, caused by globalization processes, contradictions of existing communities, the choice of objects and means of personal development and harmonization of relations between people, the desire of educators to move away from the conservative norms and ensure progressive development of ideas. Availability of alternative educational system sets new requirements for searching new civilized means of harmonization of new and traditional.

**ANALYSIS OF CERTAIN SITUATIONS** is not-game teaching method, including study, analysis and decision-making in the situation that has arisen or may arise in certain circumstances in a particular organization. This method stimulates analytical thinking of students, forming systematic approach to the problem, can provide identification of solving hypotheses, helps to establish business and personal contacts, eliminate conflicts.

**APPLIED RESEARCH** are theoretical and experimental research aimed at obtaining and using new knowledge for practical purposes. The result of applied research is new knowledge for creating new or improving existing materials, products, devices, methods, systems, technologies, specific proposals for solving urgent scientific, technical and social problems.

**ASSOCIATION** is contractual union set up for the purpose of permanent coordination of enterprise economic activity, that have united by centralization of one or more production and managerial functions, development of production specialization and cooperation, organization of joint production sites based on unification of financial and material resources to satisfy predominantly economic needs of association members. The Association has no right to interfere economic activity of enterprises - participants of association.

**ATTESTATION** is proving the compliance of acquired level and scope of knowledge, skills and other competencies to requirements of higher education.

**ATTESTATION OF EDUCATIONAL INSTITUTIONS** (Latin *attestation* - certification) is determination of educational institutions level, their activities according to established norms and standards. **A.E.I.** is the main form of public control over the



activity of educational institutions, the quality of education and/or training, which is conducted to ensure the implementation of state policy and includes contents compliance assessment, the level and quality of education under state educational standards in determining the ability of the institution to carry out educational activities at the level of state requirements (standards). Planned **A.E.I.** is conducted at least every 10 years. Additional **A.E.I.** is conducted as an exception only by a decision of the specially authorized central executive body in the field of education and other bodies of executive power managing educational institutions.

**AUTHORITY OF TEACHER / PROFESSOR** is integral characteristic of professional, educational and personal significance of teacher / professor in the team, which is shown through relations with colleagues, students and affects the efficiency of the educational process. **A.T/P.** components are authority of role and authority of an individual. Nowadays authority of an individual prevails. **A.T/P.** is the result of: a) subject pedagogical knowledge and skills (knowledge of subject); b) communicational pedagogical knowledge and skills (knowledge of students, trainees, colleagues); c) gnostic (knowledge of oneself and ability to change own behaviour).

**AUTONOMY OF HIGHER EDUCATIONAL INSTITUTION / INSTITUTION OF HIGHER EDUCATION / UNIVERSITY** is autonomy, independence and responsibility

of higher educational institution/institution of higher education / university in making decisions regarding the development of academic freedoms, organization of educational process, research, internal governance, economic and other activities, independent selection and placement of personnel within the limits set by law. The right of higher educational institution / institution of higher education / university to decide on academic (curricula, teaching methods, research, etc.); financial (distribution of funds, salaries, etc.); organizational (structure of the institution, regulations, elections, etc.); human resources (personnel selection, career advancement, salary, etc.) issues.

## **B**

**BASIC RESEARCH** is theoretical and experimental research aimed at obtaining new knowledge about the development laws of nature, society, humanity, their relationship. The result is a fundamental research hypotheses, theories, new methods of learning, discovery of the laws of nature, previously unknown phenomena and properties of matter, identification of patterns of social development, etc., that are not focused on immediate practical use in the economy.

**BASIC TRAINING** is studying a particular profession or other activities that people previously did not know and without which it is impossible to carry out further

training in specific professions. The results of this studying are considered as a necessary basis for further mastery of professional knowledge and competence.

**BLOG** (*online diary*) is a site, with constantly adding entries (posts) that can contain text, images or multimedia. For example, a student can add there his work so other students and professor could discuss it and give some advice.

**BOLOGNA DECLARATION** is Declaration on International Cooperation in Higher Education, signed in 1999 in Bologna (Italy) by ministers responsible for higher education in 29 European countries and initiated the Bologna process of creating an attractive and competitive European Higher Education Area. Declaration proclaimed such main goals: the introduction of clear and comparable academic degrees and their two cycle organization; adoption of a system of credits similar to the European Credit Transfer and Accumulation System; mobility of students, lecturers, researchers and administrators; development of European cooperation on quality assurance and the European area of higher education.

**BOLOGNA PROCESS** is structural and paradigmatic reform of higher education in Europe, initiated with the signing of the Bologna Declaration in 1999 in Bologna (Italy) and aimed at creating an attractive and competitive

European Higher Education Area. Implementation of the reforms is carried out according to a communiqué (declarations) of Conference of Ministers responsible for higher education and held at least every two years: 2001 (Prague), 2003 (Berlin), 2005 (Bergen), 2007 (London), 2009 (Leuven / Leuven-la-Neuve), 2010 (Budapest / Vienna), 2012 (Bucharest), 2015 (scheduled in Yerevan).

**BRAIN-TESTER** refers to automated testing system, which was developed and implemented by employees of the Educational and Research Institute of Informational and Communicative Technologies in higher educational institution "UzhNU." The software package *BrainTester* is universal testing system, which is aimed at control of material mastered by students of educational institutions of any level of accreditation. It is used for current, topical, rating and final control of students' knowledge and to self-control. It can be used in the system of distance learning.

**BUREAUCRACY IN EDUCATION** is perceived as manifestation of the negative effects of educational management system - officialese, delays, excessive amount of documents, exaggeration of formalities, scrupulous implementation of instructions, contempt for the matter under the guise of adherence to formalities, or for it.

Bureaucracy in education is shown in isolation of bureaucratic management from the needs of its objects, mistakes in the management and its ineffectiveness in solving problems that require innovative approaches or means, including low professional level of employees, formal and conservative attitude to their duties, etc. The main feature of bureaucracy is the substitution of common, public interests by personal or corporate interests, indifference about the purpose of the activity and its outcomes; adoration of authority; lack of objective analysis, conservatism at work; withdrawal from the public control, indifference of governing institutions to information requested and the final results; duplication of requests, uncoordinated planning of an educational institution work and its authorities at all levels; lack of transparency in the work of local education authorities; duplication of vertical documents in the Ministry of Education and Science, their delays and so on.

To overcome the negative effects of bureaucracy the Ministry has issued a separate order (2005) and a special letter (2012), which emphasized that the imposition of duties on teaching staff with extra reports and artificial increase of documents only creates visibility of work and leads to overloading lecturers, distracting them from their primary responsibilities and affects their quality of work.

**BUSINESS CENTRE** is 1) organization that provides informational, consulting, marketing and other services to small and medium enterprises, persons intending to do business. *Key functions* of **B.C.** include informational support of entrepreneurs-beginners, finding customers (investors) for projects, aid in selection of personnel for management, external experts, training of entrepreneurs in basics of business. Typically, the cost of such services is significantly lower market prices, since the activities of **B.C.** partially are funded by local budgets and resources of founders (major scientific institutions and companies); 2) modern office building or complex of buildings with necessary infrastructure for the introduction of business activities.

In Ukraine **B.C.** are divided into "A", "B" or "C" categories. According to the classification **B.C.** are classified taking into account: location, type and technical level of the building and level of the company that manages the services provided. Assignment of "A", "B" or "C" category to **B.C.** is a matter of individual case; 3) city or town (part of the city or town) characterized by high business and financial activity.

**BUSINESS EDUCATION** is 1) specific education and training sector, special forms of organization and content of education, the purpose of which is to form the ability of students (trainees) to organize, manage and control business, financial, social and other activities; 2) the network of educational institutions that train

specialists in market economy and business administration.

The first programs of **B.E.** appeared in the United States about 100 years ago. In Ukraine, the emergence of **B.E.** led to market transformation of the economy at the beginning of 1990s. **B.E.** differs from academic higher education, which involves mastering of common set of theoretical knowledge in a specific professional field. The purpose of **B.E.** is to provide professionals (businessmen, entrepreneurs, managers at all levels, etc.) with specific knowledge, to form specific and practical skills and key competencies in contemporary management. Proper management of resources (financial, human, temporary) is extremely important.

**B.E.** is based on economic courses: economics of enterprise (company), marketing, accounting, etc.; management cycle: management in different areas (personnel, production, financial), conflict management, change management, etc; law courses: auditing, business, financial, commercial and others.

*Educational process* of **B.E.** is based on interactive methodology. Methods for analysis of situations, business games and simulations, workshops, brainstorming sessions, distance learning, training are commonly used providing practical orientation of **B.E.** Ukrainian Association for Management Development and **B.E.** operates in Ukraine, uniting domestic institutions of **B.E.** The classic and most common institution of **B.E.** is business school.

**BUSINESS INCUBATOR** is an organization that provides services (accounting, administrative and technical) primarily to newly established enterprises on favourable terms for their adaptation to market conditions. Business incubators are an effective tool for creating business environment, place to generate and implement innovative ideas at large companies, in particular innovative and technological ones.

**BUSINESS SCHOOL** is an institution, in most cases, substructure of the university, which provides education for MBA (*Master of Business Administration*). The objective of **B.S.** is to teach students/trainees the basics of critical thinking, effective communication, successful and socially responsible business.

First **B.S.** appeared more than 100 years ago in America. Today **B.S.** offer traditional MBA programs lasting up to 2 years (12-18 months, divided into 2-3 semesters). For *the duration of training* there are several programs: classic American program for 2 years and a shorter "European" lasting 10-18 months. MBA programs may be *full-time, modular, part-time* and *distance*. The two-year program includes compulsory courses in micro- and macroeconomics (during the first year) and elective courses during second year (Harvard has 96 elective courses). Foreign internships are possible as well.

Methodologically training in **B.S.** for 95% is based on the *method of cases*. To join the **B.S.** one must have a



university degree, work experience up to 3 years, pass GMAT test (which describes the ability of a student to study for MBA), recommendations, fluent English.

The most famous business schools in the world are *Stanford Graduate School of Business (US)*, *Harvard Business School (US)*, *Insead (France/Singapore)*, *IE Business School (Spain)*. Internationally recognized **B.S.** in Ukraine are International Management Institute, Kyiv-Mohyla Business School, International Business School IBR, International Business Institute and Kyiv School of Economics.

**BUSINESS TRAINING** is a method of active development of professional skills and abilities, and learning effective organization of management. **B.T.** is aimed at acquiring problem solving experience, making personal and collective decisions due to analysis and productive communication. **B.T. can be divided into trainings and acquiring skills** (communicative, leadership, time management, sales) and effective organization of group activities (team building training).

Structure of acquiring skills **B.T.** provides problematisation (problem setting and motivation of participants); didactics (the process of presenting information on the topic) and testing (receiving and securing professional skills).

In effective organization of group activities **B.T.** (team building) the team goes through three stages, each of which has its own phase. The *initial* stage

(introductory phase, conflict phase, phase of capacity and exhaustion phase); *transition* (open conflict phase, the phase of exhaustion of conflict, conflict analysis phase); *productive* (the phase of group understanding, creative phase, the final phase). This type of training involves compulsory procedure of prior organizational diagnostics. The main *organizational* forms of work for modern **B.T.** are: *brainstorming, role play, game simulation, case method, mini lecture.*

## C

**CAPITALIZATION OF KNOWLEDGE** is foundation of new mission of the university, which links it more closely with consumers of knowledge and declaring it as an independent economic entity on the dynamic market of educational and scientific services.

**CASE STUDY** is method of teaching that involves making decision by students in the proposed concrete situation. In order to use this method the information which is a case should reflect a problem on future professional activity that can be solved in several variants. Each group of students as a result of discussion offers few versions of the solution, based on the knowledge of the discipline. Teacher preparing for this case, organizes the course material, supplementing it with interdisciplinary communication, directs students to

a professional, not a household approach to the analysis of the situation.

**CENTRES FOR SCIENTIFIC EQUIPMENT OF COLLECTIVE USE** are established in the form of the structural unit of scientific institutions, higher educational institution, regardless of subordination and ownership in order to provide access to unique equipment for research and scientific and technical (experimental) developments of domestic and foreign scientists . Regulations and rules on access to scientific equipment and its use is to be approved by the founder of the Center.

**CENTRES OF DEVELOPMENT** is a new form of organization of the innovation process, involving creation of economically independent units, not related to the main activity. There are some performance indicators established for centers to stimulate the expansion of sales and help to win market positions.

**CHARTER / STATUTE OF SCIENCE PARK** is charter, stating the name of legal entity, goal, objectives and functions of the Science Park in accordance with the Law of Ukraine "On Scientific Parks", information on founders, amount and order of creation of statutory and other funds, distribution of profit and losses, managing bodies of science park, their competence, decision-making rules, procedure for admission and dismissal from science

park, liquidation procedure and other information corresponding legislation of Ukraine and this Law "On Scientific Parks".

**CHAT** is messaging tool in computer network in real time. There are several varieties of chat: text, voice, audio and video chat. Thanks to chats teachers can conduct online consultations, online conferences, video conferences and so on. You can also use Skype and Viber - software for Internet telephony, which is free for users. They are very convenient for video-consulting or video-conferencing.

**CLASSIFICATION OF FIELDS OF EDUCATION AND TRAINING (EUROSTAT)** is classification of education based on system characteristic of educational programs, serves as a tool for collecting, summarizing and presenting statistical data on education in the European Union based on ISCED 1997.

**CLUSTERS** is long-term and strategically important initiative that develops technologies that are key to the competitiveness of Europe. It is able to activate clusters developing of innovative, industrialized, market and competitive research projects in their respective areas. Due to their industrial representation EUREKA clusters have a significant and active role in introducing innovations to the market.

**COGNITIVE STYLE** (Latin *cognitio* - knowledge and Greek *stylos* – writing stylus) is relatively stable individual differences in perception, analysis, structuring, categorizing, evaluating human impact on the environment that determine individual obtaining and processing information. The structure cognitive style is complex bipolar individual formation, which distinguishes the following *main parameters*:

1) *field-dependence / field-independence* (level of psychological differentiation and nature of cognitive focus of a subject);

2) *tolerance / intolerance to uncertainty* (the ability to embrace new information that does not correspond to that person already has and assesses it as correct and obvious);

3) *smoothing / sharpening* (peculiarities of preservation in memory of memorable material specific details);

4) *impulsivity / reflexivity* (individual differences in the tendency to make decisions quickly and slowly, thoroughly analyzing options);

5) *cognitive simplicity / complexity* (degree of differentiation, connectivity, integration and stability of subjective constructs);

6) *stiffness / flexibility of cognitive control* (degree of objective difficulties in changing means of processing information in a situation of cognitive conflict) etc.

Specific combination of these parameters determines the types of people depending on the peculiarities of their cognitive sphere.

**COMMERCIALIZATION** is the work of individuals or organizations aimed at profit. This concept is an integral part of creating a new product or a modification of the existing one in order to reach the market, and in turn - profit. In other words, it is coordinated technical and business process of making decisions and their implementation necessary for the successful transformation of new product or service from concept to market. It is envisaged that idea or set of technologies are not understood by the final consumer as product, it requires some modifications and improvements, which will form complete product for market. Therefore, the main purpose of commercialization should be full compliance of the product to the requirements of the market.

- *The commercialization of science* is practical use of scientific developments and innovative solutions in the production of goods or services to sell them to the highest commercial effect. It uses existing scientific works, inventions, decisions, theorems.

- *Commercialization of intellectual property* is process of using products of intellectual work in commercial activities of companies and organizations. This process involves the transfer of intellectual property from owner to owner on a reimbursable basis.

But the commercialization of intellectual property is not only buying and selling rights for the holders it is also the ability to use those rights as, for example, contribution of capital or collateral for the loan.

- *Commercialization of technologies* is activity aimed at income generation through the use of technology (usually modern, which is in demand among consumers), or a set of technologies through a successful combination, and as a result - creating a unique.

- At the level of public *management*, this process usually takes place through privatization of state enterprises, and consequently, increase of commercial enterprises.

**COMMUNICATION** is business relationship for the purpose of transferring information, coordination, joint activities, including education and training.

**COMPETENCE** is dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, philosophical and civic qualities, moral and ethical values that determine a person's ability to successfully carry out vocational and further training activities, is the result of learning at a particular level of higher education. Competencies are the basis of graduate`s qualifications. Competence (competencies) as acquired implementation capacity of individual for

effective activities should not be confused with the competence (jurisdiction) as provided powers to a person.

**COMPETENCE** is provided (for example by regulatory act) to a person (entity) powers, official and other rights and obligations. It is necessary to distinguish the concepts of competence as acquired abilities of individual and entitled powers.

**COMPETENCE APPROACH** is approach to the definition of learning outcomes based on their description in terms of competencies. Competence approach is a key methodological tool to implement the objectives of the Bologna process and is student-centered.

**CONCERN** is charter union of enterprises and other organizations based on their financial dependence on one or a group of participants with centralized functions of scientific, technological and industrial development, investment, financial, foreign trade and other activities. Participants of the group give a part of their powers, including the right to represent their interests in relations with authorities, other companies and organizations. Participants of the group may simultaneously be members of the other groups.



**CONSORTIUM** is temporary charter union of enterprises to achieve joint economic purpose (implementation of target programs, scientific, technical, construction projects, etc.). The consortium uses funds provided by its members, centralized resources allocated to finance appropriate programs, and funds coming from other sources in the manner specified by the Charter. If consortium goal is reached it stops operation.

**CONSTITUENT / FOUNDATION AGREEMENT** is an agreement on the establishment of Science Park, which defines the obligations of the founders of a science park, the procedure for their joint activities on its creation, transfer of property and intangible assets of founders to scientific park considering the specifications, established by the Law "On Science Parks."

**CONTENTS OF LEARNING TECHNOLOGY** is organic combination of scientifically proven and efficiently selected content and organizational forms that create conditions for enriching the motivation, stimulation students learning.

**CORPORATION** is contractual union set up through a combination of industrial, scientific and commercial interests of companies that have teamed up with the delegation of certain powers of centralized regulation to corporation managing bodies.

**CYCLE TRANSFORMATION LAW OR REVERSIBILITY LAW OF EDUCATIONAL INNOVATIONS:** revival under new conditions. It is characteristic feature for pedagogy and education system. Innovations that arise due to this law cause opposition as educators take them for "well-known" scientific knowledge.

## **D**

**DEMOCRATIZATION OF EDUCATION** is an introduction of democratic principles in functioning of all elements of the educational system to improve the social and economic effectiveness of education. The basic principles of it are: equal opportunities, privatization of education, diversity, openness, transparency, public governance, autonomy, regionalization, self-organization.

Democratization of education provides the influence of public opinion on the adoption of adequate administrative decisions, combination of state and public control, redistribution of management functions between central and local executive bodies and local authorities, introduction of customer-oriented ethics of management etc. Democratization of education is often identified with decentralization, public management, transparency and accountability to education supervisors.

**DESCRIPTORS OF QUALIFICATIONS** refers to general description of qualifications for levels (sublevels, stages, cycles) in terms of competencies.

**DIALOGUE TECHNOLOGY** is a complex of forms and methods based on dialogue thinking in interactive teaching systems of subject-to-subject level: (student-teacher, student-author, teacher-author, etc.). Dialog forms are the most common among other modern technologies.

**DIGITAL AGENDA FOR EUROPE** is EU initiative aimed at accelerating the deployment of high-speed Internet and receiving by entities and firms the benefits of a single digital market, the key mechanisms for the community level are: improving the legal regulatory environment; EU structural funds; creating a single market for online content and services; reforming research and innovation funds to support the development and strengthening in this area.

**DISPERSIZATION OF EDUCATION** refers to violation of the integrity of public educational system as a result of dynamic development of alternative education. Involves changing of organizational forms, methods and means of education, increase of educational institutions independence in drafting curricula and choosing the ways of their realization.

**DISSEMINATION OF INNOVATIVE ACTIVITY EXPERIENCE** (educational, scientific, methodical, financial, economic, etc.) of postgraduate pedagogic education (Latin *dissemination* - distribution) is special efficiently converting process, system of teaching experience adoption, aimed not only at promotion of advanced pedagogical experience, but also the introduction of innovative ideas, teaching experience innovative content of post-graduate educational institutions with the organization of scientific and technical work in regular teaching practice, motivation of management, scientific, pedagogical and teaching staff to creative transformation of their individual experience, the result of which are systematic qualitative changes in the system of postgraduate teacher's education and education in general.

The term "Dissemination of innovative activity experience" was borrowed from the medical field and has not sufficient scientific and methodological reasoning, defining patterns, shapes, technologies, glossary, of dissemination process. Particularly this term is popular in Russia. Researchers of dissemination process (V. Slobodchikov, G. Ignatieva, V. Harhay, S. Kovalyova, N. Lubchenko) prove that Dissemination of innovative activity experience causes not just familiarity with it, but the organization of such activities that would be the impetus for some changes in educational system and converts borrowed practice in innovative pedagogical resource of a particular system.

**DIVERGENT ABILITIES OF THE INDIVIDUAL** (Latin *divergere* – diverge) is the ability of the individual to produce a variety of original ideas in unregulated conditions. **D.A.I.** associated with divergent thinking, which is a feature of the individual's willingness to put forward many valid ideas for the same object of creative activity.

**DIVERSIFICATION OF EDUCATION** (Latin *diversus* – different, *acere* – to do) is simultaneous change, diversification and development of educational institutions and education authorities, directions of their activity, types of educational services provided, the nomenclature of graduates from resources that are not related to educational technologies.

*The ultimate aim* of education diversification is to create optimal conditions to meet the diverse and constantly changing educational needs of citizens and society in general. It is aimed at creating market-driven system of education and foresees the expansion of activity due to novelty of its implementation, which has no analogue in the previous experience of the educational institution.

Education diversification originated in the late 1960's – early 1970's in Western Europe due to the need of structural reform of educational systems.

There is *institutional diversification*, ie the simultaneous change and development of many not related to each other activities of an institution.

Implementing the strategy of diversification the educational institution can act in two ways:

a) introduction of *concentric diversification*, which involves going beyond the usual educational cycle to develop new activities that complement and extend those available;

b) holding *net diversification*, which means mastering of completely new for institution activities not associated with traditional profile (direction) to update professional portfolio.

Diversification of education is an organizing principle of education in democratic development terms and market economy. In Ukraine there are changes in the structure and content of education, which manifests itself in complication of internal infrastructure of the educational system through the emergence of new kinds and types of educational institutions, mutual involvement of educational forms, incorporation of various kinds, types and forms of education, expansion of educational facilities and institutions, diversifying the content of educational programs, freedom to use educational technology, distribution of influence to different spheres of society.

**DUBLIN DESCRIPTORS** is a general description of typical expected achievements and abilities of graduates for each cycle (level) of higher education. Dublin descriptors are formulated in terms of five types of competencies: knowledge and understanding;

application of knowledge and understanding; forming judgments; communication; capacity for further training and development. They are used to describe the levels of higher education in the Framework for Qualifications of the European Higher Educational Area.

## E

**E4 GROUP** is a group that includes four major consulting members of the Bologna Process: European Association for Quality Assurance in Higher Education, the European Association of Institutions in Higher Education, the European University Association, European Students' Union.

**ECONOMIC COMPETENCE** (Latin *competentia* - range of issues in which people are well aware, has knowledge and experience) is the ability to effectively carry out management of activities in the area, based on fundamental economic knowledge, skills and personal qualities, for the effective development of the company (institution) in market competition.

**EDUCATION** according to the concept of International Standard Classification of Education 2011, 2013 (UNESCO, UN) is the process by which society deliberately transmits its accumulated information, knowledge, understanding, attitudes, values, skills,

competence and behavior from generation to generation. These include communication with the aim of training / learning. Communication involves the transmission of data, messages, ideas, knowledge, principles and so on.

**EDUCATION ELECTION** is a principle of study choice. It is an opportunity to choose objectives, content, forms, methods, sources, tools, time, place of study and evaluation of learning outcomes. Education election offers students maximum autonomy of educational ways elective courses, unique set of knowledge or several related specialties that meet individual inclinations of future careers or educational interests.

Education election is one of the principles of designing educational process of active type, namely organizing and conducting educational process aimed at a comprehensive intensification of teaching and learning of students with a wide, preferably integrated use of teaching, organizational and management tools.

**EDUCATION INNOVATION** is purposeful process of changes that lead to the modification of goals, content, methods and forms of education and training, adapting learning process to the new requirements, and education becomes an effective leverage of the knowledge economy, in an innovative environment where students gain the skills and abilities,



independently acquire lifelong knowledge and apply this knowledge in practice.

**EDUCATION, PROFESSIONAL TRAINING AND YOUTH** are the principle of subsidiarity meaning that each EU Member State has full responsibility for the organization of its education system, professional education and training content. According to Articles 149 and 150 of the Treaty establishing the European Community, the role of the Community is to promote the development of quality education by encouraging Member States to cooperate, and, if necessary, support and supplement their activities. The priority objectives of the EU is to develop a pan-European dimension of education, mobility and networking between universities and schools of Europe.

So according to these articles, the Union does not strive to develop a common educational policy. However, it has a number of specific means of promoting cooperation in this field, namely:

I. Community Action Program adopted by the procedure of joint adoption, including "Socrates", "Leonardo da Vinci" and "Youth»;

II. Legal acts of the Community to encourage cooperation between Member States in the field of youth and education policies, including: recommendations, treatment, working documents, pilot projects, etc.;

III. Two agencies that coordinate the activities of the EU on professional training: European Center of

Professional Education and the European Training Foundation.

To achieve the objective, defined at the Lisbon European Council in March 2000, to become the most scientific competitive in the world economy based on knowledge (see. "Lisbon Strategy"), the Commission proposed political cooperation towards lifelong learning. Help to active part of the population in adapting to constant technological change is the main means of combating unemployment and build a genuine European.

**EDUCATIONAL ACTIVITIES** are activities of higher educational institutions / institutions of higher education conducting to ensure higher, postgraduate education and meet other educational needs of students.

**EDUCATIONAL INNOVATION TECHNOLOGY** is a set of operational actions of the teacher with the student, which resulted in substantially improved attitude of students to the educational process. These are personality-oriented, integrational, collective action, information, distance learning, developmental, modular-developmental technology and so on.

**EDUCATIONAL LEADERSHIP** is new management paradigm, which is the benchmark and the mechanism for the implementation of reforms in education in contemporary social transformations.

Educational Leadership should be seen in three interrelated areas:

- Leadership in Education (activity of leaders, teachers, student/pupils and as a result, academia leaders);

- Leadership for Education (activity of parents, researchers, employers and other stakeholders for the development of education);

- Leadership of Education (activity of state (public policy) to ensure priority development of the educational sector).

**EDUCATIONAL PROCESS** is intellectual, creative activity in the field of higher education and research that is carried at higher educational institution/institution of higher education (academic institutions) through the system of scientific-methodological and pedagogical activities directed at transfer, understanding, enhancement and use of knowledge, skills and other competencies of students and formation of harmoniously developed personality.

**EDUCATIONAL TECHNOLOGY** is system of tools, forms and ways of organizing educational cooperation to ensure effective management and implementation of the educational process based on complex of goals and information models of understanding reality - the content of education.

**EDUCOLOGY** is complex science of education that considers all phenomena in education and their integrity, at the time when some of its branches (sub-disciplines) - pedagogy, andragogy, gerontology etc. explore different aspects of individual education. The appearance of neologism is due to scientific development and the emergence of relatively independent science of adult education, education of adults, education of older people. The term was proposed by prof. Lowry W. Harding at Ohio State University (USA) in 1950. Since 1964 thanks to prof. Elizabeth Steiner at Indiana University it is widely used to clear the distinction between "education", "learning", "teaching" "learning under the guidance" and actual knowledge about these processes.

Educology as a science that is emerging, has no clearly defined and recognized by all investigators subject and conventional status. There are several approaches to educology: 1) integration of educational sciences; 2) complex science that deals with the study of the learning process and formation of a person throughout life; 3) scientific discipline that studies the patterns of organization, functioning and development of the education sector; 4) fund of knowledge on effective practices in education (praxeology).

The dominant and generally accepted is understanding of Educology as a science that combines integrated (theoretical, scientific, philosophical and praxeological) knowledge of education.

**EFFECTIVENESS OF EDUCATION** is education characteristic, expressing its ability to obtain effective, desired result, the greatest effect. Effectiveness of education is estimated as achievement of maximum results, expressed as knowledge and skills of students, at the lowest personal and social cost for these skills.

**EFFECTIVENESS OF LEARNING** (Latin *effecto* - efficiency, performance) refers to real achievement of learning, degree of this result compliance to objectively existing and socially important purpose of training, level of development and formation of professional and moral qualities of persons in relation to total consumption of resources (physiological, time, material and money, etc.) included in the learning process and the achievement of its objectives. Effectiveness of learning is not simple sum of the results of studying and mastering disciplines by students, but new quality, because the content of subjects changes, their information fullness, methods of teaching, motivation of students, intellectual skills and abilities, methods and cognitive activity.

The criteria of **E.L.** is the informative content of training, flexibility of training, state of technological support, adaptability of training programs to the psychological characteristics of students, availability of education, its economy, reflected in the content of modern education of science, technology and production; depth, efficiency, consistency, knowledge and awareness of others. Feature of criteria lies in ability

to assess both theoretical knowledge and practical skills. In the first case level of learning is an integral criterion, in the second - formation of professional skills.

**E-LEARNING** is a technology that provides deployment and implementation of electronic systems of educational process organization and management (*Learning Management Systems - LMS*) and filling these systems with electronic content (e-content), which consists of e-learning materials of various purposes.

**ELECTRONIC JOURNAL** is a tool that makes learning more efficient and open by informing about current and complete evaluation both students and their parents. It is created by using the search engine Google. The teacher can fill electronic journal at any convenient time, and students objectively monitor their and their colleagues educational progress.

**ELECTRONIC REPOSITORY** is a repository of scientific publications of UzhNU - a single electronic archive of scientific and research work, teaching materials of academic staff of the University, academic theses of students for their centralized storage and providing open access. Availability of this repository significantly impacts the world's ranking of university internet presence (Webometrics, OPENNESS factor: 16,6%), and the lack of single repository with free access is rather an exception than a rule.

**ELECTRONIC TEXTBOOK** is a textbook designed as electronic document, ie in the form of text that is stored in computer memory, can only be read on-screen of special device (monitor) and treated only with computers; universal interactive hypermedia methodical and didactic textbook that includes wide range of topics from one discipline (or different disciplines) contained in the compact form of hypertext and is designed for use in the educational process; contains systematic material on relevant scientific and practical field of knowledge that is fully consistent with discipline program, created at a high scientific and methodological level, distinguishes with information comprehension, quality of methodological tools, quality of technical performance and artistic design, clarity, logic and sequence of presentation.

**E-MAIL** is a popular online service that makes it possible to exchange data of any format (text documents, audio and video files, archives, applications). E-mail is used in educational system for communication between teachers and students or between students. It is more functional for a teacher than a blog or forum.

**ENTREPRENEUR** is a key figure for innovative management. This energetic leader, who supports and promotes new ideas and does not afraid of high risks and

uncertainty is able to find innovative solutions. "Entrepreneur" is characterized by following personal qualities: intuition, initiative, determination, high activity, collegiality. Entrepreneur is focused on solving external problems: creation of outer organizations; coordinating company services with outer activities; interaction with external entities of innovative environment. Therefore, the entrepreneur almost always holds leadership positions in departments to create new products, new project, new technology leader of innovative enterprises.

**ENTREPRENEURIAL UNIVERSITY** is higher education institution that systematically makes efforts to overcome limitations in three areas - generation of knowledge, teaching and transforming knowledge into practice - by initiating new activities, transformation and modification of the internal environment of interaction with the environment. The main principles of entrepreneurial university are:

- 1) academic leadership ability to identify strategic goals and achieve them;
- 2) legal control of academic resources, including tangible property, such as university buildings, and intellectual property rights in the form of research results;
- 3) organizational capacity for technology transfer through patenting, licensing and the creation of incubators;



4) corporate and business ethics among administration, faculty employees and students.

**EQUIVALENT PROGRAM** is curriculum for academic recognition agreed by the state government, which owns the educational institution and country where educational activities are carried out by certain institution. Full academic recognition means that its period abroad replaces a comparable period of study at the university, although the content of **E.P.** can vary. Equivalent program should be determined by the higher educational institutions in creation of necessary bases for concluding bilateral or multilateral agreements on recognition of education, based on mutual trust and confidence in the academic performance of partner institutions. **E.P.** should not differ from that part of a higher education program, which it would replace in the other state in which recognition is sought.

**ERASMUS +** is a program of the European Union for the period 2014-2020 supporting projects, partnerships, events and mobility in education, training, youth and sport.

**EUREKA** (*European Research Coordination Agency*, «*E!*») is International European innovative scientific and technical program created to carry out research and development globally. Program «**EUREKA**» was initiated by French President Francois Mitterrand and based on the Ministerial Conference of

Member States of EUREKA on July 17, 1985 in Paris. The principles of the program approved by the Hanover Declaration, which was signed on November 6, 1985. The program includes 42 participating countries, including the European Union, represented by the European Commission, namely the Republic of Austria, the Kingdom of Belgium, Republic of Bulgaria, the Hellenic Republic, the Kingdom of Denmark, the Republic of Estonia, the European Union, Israel, the Irish Republic, the Republic of Iceland, the Kingdom of Spain, the Italian Republic, Cyprus, Latvia, Lithuania, the Grand Duchy of Luxembourg, the Republic of Macedonia, the Republic of Malta, Monaco, Netherlands, Federal Republic of Germany, Norwegian Kingdom, the Republic of Poland, the Portuguese Republic, Russia, Romania, the Republic of San Marino, Slovak Republic, Slovenia, Republic of Turkey, Hungary, Ukraine, Republic of Finland, the French Republic, the Republic of Croatia, the Czech Republic, the Kingdom of Sweden, the Swiss Confederation. Associate Members of «EUREKA» Program are the Republic of Albania, Bosnia and Herzegovina, South Korea, Canada.

The program «EUREKA» implements innovative developments into production, realization of globally competitive research and development (R & D) of non-military purpose.

Programme «EUREKA» also contributes to the development of products, processes, provide high

quality services, international cooperation, increases productivity, and attract industry and research institutions to carry out joint projects.

The program also contributes to the productivity and competitiveness of European industry and economy, and creation of base for improving the quality of life and employment. These tasks are implemented through joint research projects.

«**EUROPE 2020**» is strategy of socio-economic development of the European Union for the period until 2020. Adopted by the European Council in spring 2010.

The strategy is based on the following key areas:

- knowledge and innovation;
- sustainable economy;
- higher employment and social inclusion.

**EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION (ENQA)** is European body that promotes best practices to ensure the quality of higher education and one of the major consulting members of the Bologna Process, E4 member.

**EUROPEAN ASSOCIATION OF INSTITUTIONS IN HIGHER EDUCATION, (EURASHE)** is European association of higher educational institutions of non-university sector conducting coherent and transparent policy on higher education in the context of the Bologna

process. One of the major consulting members of the Bologna Process, E4 member.

**EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)** is the system of transfer and accumulation of credits used in the European Higher Education to provide recognition, verification of qualifications and educational components, facilitates academic mobility of higher education applicants. The system is based on determining the workload of higher education required to achieve specified learning outcomes; is recorded in ECTS credits. ECTS load in one full-time academic year corresponds to 60 credits.

**EUROPEAN DISTANCE AND E-LEARNING NETWORK (EDEN)** is non-profitable organization, international educational association, professional community of experts and practitioners of electronic distance education in Europe. Association covers all levels of formal and informal education and training, plays an important role in the development of a professional network of international cooperation. **EDEN** includes more than 200 organizations and over 1,200 members, 30 European and national networks, 430 schools, 55 of which are European.

Founded in 1991 in the UK. Since 1997 Secretariat is located at the Budapest University of Technology and Economics ( Budapest, Hungary).

The main *goal* of the organization: to provide a platform for professional cooperation, exchange of information; openness to all levels and sectors of education; openness to organizations, individuals and networks.

*Its activity* is aimed at developing cooperation between existing institutions and networks that are involved in the provision or use of distance and e-learning in Europe and worldwide; organizing and supporting conferences, seminars and workshops to support professional development in the field of distance and e-learning in Europe; promoting research and development in distance and e-learning; providing information on current events within the e-learning; participation in international cooperation, participation in international projects and assistance of the organization members in the development of such projects. One of the main projects of the organization is Working Group «Open Class» (Open Classroom Working Group), created for the introduction of distance learning technologies at schools.

**EUROPEAN HIGHER EDUCATION AREA (EHEA)** is the area of higher education of the Bologna process countries, conducting consistent and clear educational policy. Bologna Declaration in 1999 declared formation by 2010 of an attractive and competitive European Higher Education Area (EHEA), the Budapest-Vienna Declaration of 2010 announced its creation. Communiqué adopted in Leuven/Louvain-la-Neuve

(2009) determined the development strategy of the EHEA by 2020. The main tools of the EHEA are the European Credit Transfer and Accumulation System, national qualifications framework compatible with the Qualifications Framework of the EHEA (2005) and the Diploma Supplement.

**EUROPEAN NETWORK OF NATIONAL INFORMATION CENTRES ON ACADEMIC RECOGNITION AND MOBILITY (ENIC NETWORK)** is the network, established by the Council of Europe and UNESCO to implement the Lisbon Recognition Convention and works closely with a network of national academic recognition information centres (NARIC Network).

**EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING (EQF LLL)** was recommended in 2008 by the European Parliament and the Council of the European Union as general systematic description of the eight qualification levels that cover the entire spectrum of qualifications acquired in the formal, informal, education, including secondary, vocational and higher education. Frame is a tool for better understanding, comparison, identification and recognition of existing and introduction of new qualifications in various European countries, promotes citizens' mobility between countries and lifelong learning. Descriptors of framework qualifications levels are: knowledge, skills, competence.

**EUROPEAN QUALITY ASSURANCE REGISTER FOR HIGHER EDUCATION (EQAR)** is the register created by the European Association for Quality Assurance in Higher Education, the European University Association, the European Association of Institutions of Higher Education, European Students' Union (E4 group), and includes the recognized European and national agencies to ensure the quality of higher education. EQAR includes agencies, which meet the requirements of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area.

**EUROPEAN RESEARCH AREA** is the process that is an important priority for the European innovation system, which was formed in 2000 and should till 2020 complement the four freedoms (the movement of goods, services, capital and people) with the fifth freedom - movement of researchers, knowledge and technologies that lead to a qualitative transformation of the internal market of Community priorities based on knowledge economy.

**EUROPEAN RESEARCH AREA COMMITTEE (ERAC)** is strategic advisory body to the European Commission in the formation and implementation of research and innovation policy. ERAC (until 2010 called CREST(*French*) - Scientific and Technical Research Committee) meets four times a year, these meetings are

attended by delegates of 28 countries of the EU at the level of officials from relevant ministries and leading national experts – few at each delegation. It is chaired ex officio by representative of the European Commission according to high rank, but there are "self-governance": delegates elect deputy chairman for 2 years, whose main function is to ensure effective communication between national delegations and Brussels.

**EUROPEAN STUDENTS' UNION (ESU)** is European association of student organizations, which are actively involved in the Bologna process, it defends the interests of students at European level. One of the major consulting members of the Bologna Process, E4 member.

**EUROPEAN UNIVERSITY ASSOCIATION (EUA)** is an association of European universities in order to conduct a constructive and coherent policy on higher education, promoting the participation of universities in the Bologna process, supporting them, protecting their autonomy, academic freedom. One of the major consulting members of the Bologna Process, E4 member.

**EUROSTARS** is united European Union program dedicated to innovative research performed by small and medium enterprises (SMEs), jointly funded by the EU and 33 member countries of EUREKA. Eurostars aims to stimulate SMEs to these joint international research



and innovation projects by easing access and support of funding and specifically focused on the development of new products, processes and services and access to transnational and international markets.

**EXECUTIVE BODY OF SCIENCE PARK** is a body of science park, which is formed by the General Meeting of founders in the manner prescribed by the Charter of science park and decides on current activities in order to coordinate the activities of its founders and partners on projects of a science park.

**EXPERIMENT IN EDUCATION** (lat. *experimentum* - test, experiment, trial) is specially organized process of checking the effectiveness of scientific ideas, provisions of the hypotheses on development of different educational segments. The essence of **E.E.** is that it combines practical, emotional, rational knowledge. As a result of their interaction reasonable selection of innovations is made, optimal conditions for their implementation are defined, links between repetitive phenomena are identified. In general, the use of the experimental method allows to change the object of education, generate new knowledge, new professional experience.

Expanding integration links with other forms of scientific and professional activities of education increased type specification of **E.E.** The results of the

traditional pedagogical and psychological experiments now need to confirm the findings of sociological, medical, economic and other types of experiments.

**E.E.** is classified by *conditions* (laboratory, natural), *content* (didactic, educational, administrative, etc.), *nature of the tasks* (testing of method, educational content, textbooks, technology upgrading), *duration* (short, long, continuous) *stages* (statual, forming, generalizing) *sample* (individual, group, mass, global) *coverage* (cluster group, school, regional, national), *way of comparing the results* (linear, parallel, crossover) *charter* (socio-educational initiative, administrative innovation experimental platform, authoring system, new types of educational institutions).

**E.E.** is binding method that allows to plan, influence, monitor and evaluate the effects of innovative transformations in modern education).

**EXPERT (subject-specific) COMPETENCIES** are competencies that directly determine the specificity (area of knowledge / subject area / specialty) of educational program and graduate qualifications, provide individuality to each education program. In European educational area descriptions and lists of competencies, learning outcomes for disciplines and specialties are being developed in terms of Tuning program.

**EXPERT-ADVISOR** is a person who carries out advisory activities not permanently, has sufficient professional level and got qualification certificate in accordance with the legal requirements and provides advisory services for the request and meets requirements set by law. Experts-advisors may be employees of educational institutions and other specialized staff, registered as advisors.

## **F**

**FIELD OF EDUCATION** is domain, zone, the area of content covered by an educational program, course module. Can be wide, narrow (specialty) and detailed (specialization).

**FINAL IMPLEMENTATION LAW OF INNOVATIVE PROCESS:** sustainable innovation processes in educational structure sooner or later, spontaneously or consciously are being implemented. Even those innovations that initially appear as hopeless gradually are used in practice.

**FINANCING OF CERTAIN SCIENTIFIC AND TECHNICAL PROGRAMS, PROJECTS AND GRANTS** is funding made on a contractual basis, provides the competitive selection of the results of scientific and technical expertise or procurement procedures in

accordance with the law, to: scientific and technical programs and other designs aimed at implementing the priority directions of science and technology; ensure the conduct of applied research and R & D policy performed under state order and within the state target scientific and technical programs; projects carried out within the international scientific and technological cooperation; development of scientific principles of state policy in the relevant areas, conducting scientific examination of normative legal acts, state programs; development of material and technical base of scientific and technical activities.

**FLEXIBILITY OF EDUCATION** is a course of action of educational field where it is efficient and responsive to social and economic changes in the country; education ability to reallocate resources from one activity to another to meet the demands of consumers, respond to the labour market. **F.E.** is defined by strategic goals and objectives set in the legislative and methodological regulations of national education development, integrative trends, innovative development of national educational area.

Educational area effectives, expanding the ways of development of educational institutions are subject to influence of following aspects: ability to respond to changes in the environment (legal support of education, the impact of scientific and technological progress and social needs of society,

financing, involvement of qualified personnel, etc); ability of individuals and groups of organization respond to changes of individuals and groups within the organization itself; the organization's ability to adapt its management practices in line with these changes.

Flexibility of education appears in the restructuring of existing ways of solving problems, in changing the way that ceases to be effective, not optimal. The flexibility can empower students, parents to choose the form of education, different types of educational institutions, flexible mode of working hours, flexible schedules etc.

**FORMS OF LEARNING PROCESS** are training sessions, independent work, practical training and control measures. The main types of studies in higher educational institutions are lectures, laboratory and practical classes, seminars, individual lessons and consultations.

**FORUM** is popular form of communication on the Internet. The forum theme is created for communication, and all those interested in this information can quickly and easily view it.

**FORWARD-LOOKING, LEAD EDUCATION** is continuous process of formation of specialist in response to evolutionally changeable demands to him as a result

of technology, organization development and other aspects of production. Lead education is both level of education and professional development of personality, prevalence of education level over personal characteristics formed on a base of demands dependent upon advanced technology, organization of production.

The purpose of forward-looking education is sustainable development of specialist at the expense of fundamental principles: the level of overall professional development of specialist should be ahead of the level of production and technology development.

**FOUNDERS OF SCIENCE PARK** is university of IV level of accreditation and/or scientific institution and other legal entities that have concluded scientific park Constituent / Foundation Agreement.

**FRAMEWORK FOR QUALIFICATIONS OF THE EUROPEAN HIGHER EDUCATION AREA, (EHEA)** is comprehensive frame (scale) of qualifications, which is designed for universities / institutions of higher education in Europe, adopted at the Bergen Conference (2005), describes three successive cycles of higher education: the first, including short (bachelor), second (master) and third (doctoral). To describe the qualifications framework Dublin Descriptors are used, consisting of five types of competencies (learning outcomes): knowledge and understanding; application of knowledge and understanding; forming judgments; communication;

ability for further training, development and credit measurement for first and second cycles.

**FRAMEWORK PROGRAMS FOR RESEARCH AND TECHNOLOGICAL DEVELOPMENT** are funding programs created by the European Union to support and encourage research in the European Research Area (ERA). Specific objectives and action programs are different in different financial periods.

## G

**GAME TECHNOLOGIES** are didactic systems of using variety of games which form the ability to solve the problem through compromise choice (theatre, business and role play, simulation exercises, individual training, solution of practical situations and problems, computer programs, etc.).

**GENERAL COMPETENCE** is competence, which is formed by student in the learning process for this educational program, but is universal and can be transferred from one context of one educational program to another.

**GENERAL MEETING OF SCIENCE PARK FOUNDERS** is the highest governing body of the science park, having the powers of approval Charter of Science

Park and amendments thereto; the formation of the executive body of the science park; resolve financial and other issues under the Charter of Science Park.

**GLOBAL COMPETENCE** is key social competence that characterizes human interaction with the world, community, society, other people. **G.C.** represents the knowledge of world regions, diversity of cultures, global issues and skills for effective interaction with global environment, caused by value and responsible attitude necessary to maintain sustainable progress of society in which every individual is entitled to full disclosure of own potential. The components of global competence are:

a) *value* - positive attitude to cultural diversity and the recognition of universal values that respect difference and otherness; awareness of their own identity and self-identification, empathy for individuals with other identity; understanding differences of civilizational flow and ability to perceive opportunities for constructive engagement in these differences; belief in equality of opportunities and rights for all individuals and appropriate action to protect these rights; social responsibility for the safety of the world at local, national and international levels;

b) *active* - capacity for critical and creative thinking complexity of today's global problems; the ability to communicate with speakers of different



languages in terms of cultural and linguistic diversification; the ability to recognize and counter the bias, indoctrination, stereotyping, propaganda; capacity for partnership and collaboration in achieving common goals; willingness to work in changing situations;

c) *knowledge* - awareness of the interdisciplinary nature of the universal problems of humanity to preserve health, climate change, economic fluctuations, social justice, gender equality, intercultural and interfaith dialogue, equal access to scientific and technological discoveries; understanding the essence of globalization of the world and society.

**GLOBAL EDUCATION** is a system of individual education and training, focused on the formation of planetary consciousness, the ability to act as a "resident of the planet Earth" and take responsibility for it. Global education is one of the education theories and practice of teaching that originated in the United States in the 20th century as a response of educational community to the need to prepare the individual for life in a multicultural interdependent world. Global education is a part of formal and informal education, which is an interdisciplinary process that combines interdisciplinary approaches on developmental education; legal and pacifist

education; conflict; multicultural, civic and environmental education.

*The purpose* of global education is development of person`s global thinking; awareness of global challenges to reduce poverty, achieve sustainable forms of interaction between human and environment, overcome the spread of diseases, create conditions for lasting peace and security; tolerance to other cultures, sense of shared responsibility for personal involvement in solving global problems.

Concept of global education is laid in documents of international organizations: in Article 26 of the Universal Declaration of Human Rights of the United Nations (1948); UNESCO Recommendations concerning education for international understanding, cooperation and peace, human rights and fundamental human freedoms (1974); Chapter 36 of the UN Recommendations on promoting education, public awareness and training for protection and development of the environment (1992); UNESCO Declaration on Education for Peace, Democracy and Human Rights (1995); UN General Assembly Resolution "Millennium Goals" (2000); "Maastricht Declaration on Global Education" (2002).

**GLOBALIZATION** is a process of world economic, political and cultural integration and unification. Contraposition of *ethnocentrism*

(nationalism). Globalization development is related to following processes: international division of labour, migration, capital, human and production resources, unification of legislation, economic and theoretical processes, formation of the world market, international monopolies, integration of any country in the world economy, international monopolies, integration of any country in the world economy, the rapid development of information technology, the convergence of cultures of different countries.

Process of globalization is systemic in nature: it covers all areas of modern life, each element of the world becomes more connected with others, but, in turn, itself influences the development of general integrity. In today's world, there are many opponents of globalization, including supporters of nationalism that see it as danger to the natural world feature - ethnic diversity.

**GOVERNANCE IN HIGHER EDUCATION** is a model of governance, which is the next revolutionary step in the development of management models; provides broad involvement of public and interested parties (stakeholders) in management process at all levels; is a subject to implementation on the basis of openness, partnership, distributed responsibility and accountability; requires the use of mechanisms for outcome-oriented management and competence approach.

**GRANT** is financial or other resources provided on free and irrevocable basis by a state, legal entities and individuals, including foreign and/or international organizations for development of material and technical base of scientific and technological activities, carrying out specific basic and/or applied researches, research and development policy (experimental developments) in fields and under conditions determined by grant providers.

**GRANT FUNDING OF RESEARCH AND DEVELOPMENT POLICY FROM THE STATE BUDGET** is funding introduced in order to improve research, scientific and technical (experimental) development, development of scientific and technological capacity and competitiveness of research institutions and universities, conservation and development of material and technical base, internship of researchers, including abroad, organization of conferences, symposia and other scientific and communication activities.

## H

**HEURISTIC POTENTIAL** derives from the words "heuristics" (greek *heurisko* - open, look) and "potential" (Latin *potentia* - power). **H.P.** is sources, capabilities, stocks that can be used to achieve a certain goal, create something new. This is the research

potential. There are heuristic potential of personality and heuristic potential of education.

*Heuristic potential of personality* is features and capabilities that enable research and creative processes inherent in the individual and come from its essence and nature. Interdependent elements of **H.P.** of personality is creative and intellectual aspects that allow the individuals more productive use their cognitive skills, interact with the world on a new level of awareness of its development and operation. As **H.P.** is the basis for personal fulfilment, modern education should be aimed at his/her development and implementation.

*Heuristic potential of education* is its part that reflects the possibility of productive educational activity that is accompanied with creation of educational products. **H.P.** of education includes, on the one hand, the possibility of students, on the other - their teachers, schools, entire educational system, which is governed by standards, training programs, manuals, traditions. Implementation of the **H.P.** of educational system aims at implementing educational and creative possibilities of meeting the needs of students and society on the priority development of human personality, its capacity for socialization and self-actualization.

**HIGHER EDUCATION** is a complex of systematized knowledge and practical skills, ways of

thinking, professional, philosophical and civic qualities, moral and ethical values, other competences acquired in high school/institution of higher education (academic institution) in the relevant field of education and certain degree (qualification) at the appropriate level of higher education, the complexity of which is higher than the level of complete secondary education. Higher education is provided corresponding to 5-8th levels of education set by the International Standard Classification of Education and meets 5-8th qualification levels of the European Qualifications Framework for lifelong learning, 1-4th levels of qualification of Qualifications Framework for European Higher Education Area, 5-9th qualification levels of the National Qualifications Framework).

**HIGHER EDUCATION, BASED ON RESEARCH** is a process of acquiring competences on a particular specialty (qualification) at the appropriate level of higher education through research supported by scientific advisers.

**HIGHER EDUCATION SCIENTIFIC LEVEL** is level of higher education that meets the 9th qualification level of National Qualifications Framework and provides acquisition of competencies for the development and implementation of methodologies and research techniques, new system-making knowledge and/or advanced technologies, solving

important scientific or applied problem that has national or global significance.

**HORIZON 2020** is the new EU Program for Research and Innovation, which runs from 2014 to 2020 with a total budget of about 70 billion Euro. Horizon 2020 is the financial instrument implementing the Innovation Union flagship initiative, Europe 2020 with the aim of strengthening Europe's competitiveness in the global dimension of economic growth and job creation. Horizon 2020 integrates Research and Innovation Framework program(FP), Competitiveness and Innovation Framework program (CIP) and the European Institute of Innovation and Technology (EIT).

**HUMANIZATION OF EDUCATION** is orientation of the educational process for human nature; orientation of its objectives, content, forms and methods on the individual and harmonization of his / her development. An important component of education humanization is its promotion of self-identity in the national and world culture. **H.E.** includes realization of a humanistic approach that opposes to authoritarian and liberal approaches. Identification of humanitarian disciplines potential is possible by actualization of dialogical type of knowledge that contributes to a deeper and comprehensive understanding of the object of learning.

**HUMANOCENTRISM PEDAGOGICAL** is integrated basic value orientation of educator on the establishment of favourable subject-to-subject relations with students using fundamental principles of equality, justice and humanity. **H.P.** is a decisive indicator of professional competence of teachers, which de facto is shown in interaction with each student regardless to social values such as respect, trust, kindness, sensitivity, etc. **H.P.** being actualized in socialization and re-socialization of human at any age, provides adequate feedback, an effective impact on humanocentrism in society.

Integration of European educational area extremely actualized the problem of humanocentrism. The Association for European Values created module of humanity movement from humanistic thinking to humanistic action by rationalizing thought, optimizing acts, secularization, the priority of state laws, elaboration of democracy.

## I

**IDENTIFICATION COMMITTEE OF SCIENCE** is an advisory body liable to the Cabinet of Ministers of Ukraine, which forms the basis of a competitive list of nominee members of the Scientific Committee of the National Council for Science and Technology. Identification Committee is formed of local scientists and foreign scientists who have experience in the



identification committees set up by the European Commission. The number of foreign members shall not be less than one-third of the total membership in Identification Committee. Organizational form of the Identification Committee is session.

**IMAGE OF SCIENTIFIC AND EDUCATIONAL WORKER** (Latin *imago* - image, statue) in colloquial speech is the most common meaning of «image». In psychological interpretation of the term means an "image", seen as a collection of not only "material" ("visible") characteristics of the object, but also "ideal" ("invisible") characteristics.

Image of scientific and educational worker is formed image that represents positive personal and professional qualities of scientific and pedagogical worker. It is emotional stereotype perception of his/her character in the minds of students, trainees, colleagues, managers, social environment, in the public understanding during his career in higher education.

It is focused image, designed to carry a certain emotional and psychological impact on others. The image is created in accordance with the ideas of scientific and pedagogical worker about the ideal style of professional activity, communication, appearance and actively influences the professional pedagogical culture. It requires selection of individual personal style and mastery of special technologies of self-presentation.

**IMITATIVE LEARNING METHODS** are methods of active (interactive) training, which involve work with the model situation during the simulation.

**INCIDENTAL INNOVATIONS** are innovations, introduced from outside, pretentious and not derived from the logic of educational system development. Mostly they are implemented by superior managers and doomed to failure.

**INCLUSIVE EDUCATION** (lat. *inclusion*) is the process of increasing of participation degree of all citizens in social life. This is a policy and process that makes it possible to ensure equal access to qualitative education for everyone.

**INCUBATOR** is multifunctional complex, providing favourable conditions for the effective operation of newly established small innovative firms that implement interesting scientific ideas. Incubators are divided into three types:

- *non-profitable* - work with the involvement of local authorities. The authorities are interested in creating jobs and economic development of the region. Such incubators receive fee, which is much lower (50%) than the average one in the country. This is enough to maintain the personnel of incubator;

- *profitable* - do not provide benefits for renting their property. These are mainly private business

incubators, whose number is growing. They offer tenants a wide range of services for payment;

- *incubators, operating at universities* - serve as a link in the development of innovation between research institutions and private businesses, providing effective support of businesses that are going to master high-tech products, necessary consultations of scientists, research and laboratory facilities, computer equipment, the possibility to use library and databases. Rental fee is quite high. Business incubators constantly expand their functions.

**INFORMAL EDUCATION** is education, apparently not organized, not institutionalized, self-organizing education (self-education): for example, learning of some lectures or reading books and magazines, watching television and more.

Informal education is continuous training that never ends and has no diplomas. It is also called "learning through experience." It is not structured, has no educational purpose and is not targeted for those studying. Informal education is spontaneous, because it occurs spontaneously or from time to time.

**INFORMAL STUDY** is informal, not institutionalized, focused (self-learning) or purposeless learning (including spontaneous, accidental, that happens during extracurricular activities).

**INFORMATION AND COMMUNICATION COMPETENCE OF PERSONALITY** is ability of the individual to use information and communication technologies to meet the professional needs and solving socially important professional tasks.

**INFORMATION GOALKEEPERS** are specialists on accumulation of information; control the flow of scientific, technical, commercial, specialized information. They should have a broad education, the ability to collect and disseminate the latest knowledge and best practices, nurture creativity information at different stages of innovation or organizational and economic changes in the enterprise.

**INFORMATION PACKAGE** is key element of ECTS, which contains data on the higher educational institution/institution of higher education, course catalog and other information for students, teachers, researchers and other interested persons.

**INFORMATION SOCIETY** refers to new information technologies and communications. From the 1990s they began to spread rapidly around world: the widespread use of electronic means of information exchange, the transition to digital technology, rapid development of the Internet and telecommunication markets are obvious signs of the new information age.

Information society radically changes many aspects of everyday life. This is especially true of access to knowledge and education (e-learning and related Internet services), organization of work and self-realization (teleworking, virtual companies), practical problem solving (online health services) and leisure. It also opens new opportunities for social activity of citizens, as it becomes increasingly simpler expression of opinions and suggestions.

**INFORMATION TECHNOLOGY (IT)** is a broad class of disciplines and fields of activities relating to technology management, storage, processing and transmission of information in order to obtain information about a new quality of the object state, process or phenomenon (informational product). IT is seen as computer technology.

**INNOVATICS** is science of innovations which studies patterns of technological innovations in the sphere of material production. Pedagogical innovation processes became the subject of special study in the West in 1950s.

**"INNOVATION POLES"** is EU initiative aimed at supporting by regional and EU structural funds of so-called "Innovation poles" that contribute to the unification of the regions best science and business

representatives, equipped with the necessary resources, in order to speed up the ideas from the laboratory to the shop; their composition includes high-tech SMEs, universities, enterprises and institutions of financial support.

**INNOVATION PROCESS** is creation of complex activities (emerge, development), application, use and dissemination of innovations.

**INNOVATION SYSTEM OF HIGHER EDUCATIONAL INSTITUTION** is organizational and administrative mechanism to develop and implement innovations to improve its competitiveness. Its purpose is to define and implement promising activities in two relatively independent but interrelated and complementary aspects of higher educational institution: development and implementation of new technologies and improving existing education process; improving the efficiency of scientific and research activities.

**"INNOVATION UNION"** is leading EU initiative aimed at improving the framework conditions and access to finance for research and innovation in order to strengthen the innovation chain and significantly increase investment throughout the Union. Innovation Union is the European Union strategy to create an innovation-friendly environment that makes it easier

for great ideas to be turned into products and services that will bring economy growth and jobs.

The leading guide of development policy is reorientation of research and innovation policy to major challenges (climate change, energy and resource efficiency, health and demographic change); strengthening of the connecting links in the innovation chain; improvement of framework conditions and access to funding research and developments in order to transform innovative ideas into products and services that provide growth and employment.

The initiative "Innovation Union" within the priority of intellectual economy provides that Member States reform their national and regional research and innovation systems, ensuring in particular, strengthening of links between universities, research institutes and businesses, correction of the financing to accelerate the diffusion of technology. They also have to make a sufficient release of experts in mathematics, science and technology, encourage school programs focus on creativity, innovation and entrepreneurship.

**INNOVATIONS** are newly formed (applied) and/or improved competitive technologies, products or services as well as organizational and technical solutions for the industrial, administrative, commercial or other nature, which significantly improve the structure and quality of the production and/or social services. Glossary of European Training Foundation explains that innovations

are first introduced novelty, but most innovations associated with the transfer of existing approaches to new conditions by adapting or gradual introduction of changes to existing systems. Modern scientists consider domestic innovation in education as a process of creation, dissemination and use of new ways to solve educational problems in original, non-standard approaches.

**INNOVATIVE ABILITY** is knowledge of methods and techniques of innovation, which enables to distinguish the problem, to get in its nature and on this basis to design and productively solve innovative professional and pedagogical objectives.

**INNOVATIVE ACTIVITY** is activity aimed at the use and commercialization of research and development leading to the release of new competitive products and services. Innovative activity is carried out under the legislation on educational, scientific, and technical innovation. Public authorities, who manage higher educational institutions, are policy-makers of scientific and innovative activity exercised by universities on the basis of autonomy.

**INNOVATIVE BUSINESS** is a special kind of business, which aims to profit by creating and active dissemination of innovations in production. Unlike classic, reproductive innovative business is based on



finding new ways to develop the existing company (new products, technologies, markets, materials, forms of management) or create new innovation-oriented enterprises.

**INNOVATIVE CULTURE OF PERSONALITY** is a set of innovative ways of personal activity which is the result of desubjectization of world culture innovation (appropriation and assimilation of the psychological structure of human innovation, including all its levels and forms from the lowest to the highest, needs, motives, values, orientation, knowledge, abilities, skills).

Deployment of innovative activity has following stages: creation of novation; converting novation into scientific knowledge; implementation of scientific knowledge in practice, giving it the status of innovation; the transformation of innovation in tradition. With the inclusion of the individual in innovative activity according to specific stages and different points of time - past, present, future, yesterday, today and tomorrow there is change of the individual status, its movement from the common man to the innovator. That is when innovative culture of identity develops, phenomenon which can be defined as the ability of a person to innovation.

**INNOVATIVE EDUCATION** is a model of education that focuses primarily on the full development

of creative abilities and strong motivation for self-development of the individual on the basis of voluntarily chosen "educational trajectory."

**INNOVATIVE EDUCATIONAL ACTIVITY** is based on understanding the practical educational experience, educational activity focused on change and development of the educational process to achieve higher results, obtaining new knowledge, formation of a qualitatively different pedagogical practices.

**INNOVATIVE EDUCATIONAL TECHNOLOGIES** are technologies of active, modular and problem-based learning and educational games; set of methods and tools that support the stages of innovation.

**INNOVATIVE EDUCATIONAL TECHNOLOGIES IN UNIVERSITIES** are scientifically accurate and standardized for the purpose of training, content, place and period of training system of forms, methods, means and procedures used for the organization and implementation of the learning process and support stages of innovation in this process.

**INNOVATIVE ENTERPRISE** (innovation center, technopark, technopolis, innovative business incubator etc.) is company (association) which develops, produces

and sells innovative products and / or products or services, the volume of which in monetary terms exceeds 70 percent of total amount of products and/or services.

**INNOVATIVE ENVIRONMENT** is pedagogically efficiently organized space, which promotes the development of innovative resource of a person; integrated means of accumulation and the innovation potential of educational institution.

**INNOVATIVE INFRASTRUCTURE** is a set of businesses, organizations, institutions, associations of any form of ownership that provide services to support innovation (finance, consulting, marketing, information and communication, legal, educational, etc.).

**INNOVATIVE PEDAGOGICAL TECHNOLOGY** is purposeful, systematic and consistent implementation in practice of original, innovative methods, techniques and tools of pedagogical action, covering holistic educational process of defining its purpose to the expected results.

**INNOVATIVE PEDAGOGY** is science, the most important task of which is to change the existing theory and reorganization of the entire educational system based on innovative transformations. According to innovators, classical pedagogical theory is hopelessly

outdated, it cannot be built on the base of present generations training.

**INNOVATIVE PERSONALITY** is special quality of person who acquired it in innovative socio-cultural environment in the process of joint innovation activity and communication.

**I.P.** is determined by the innovative character of communication (exchange of information, innovation, cooperation and mutual understanding in the process of innovation); innovative orientation (needs, motives of innovation and innovation values); innovative traits (initiative, creativity, responsibility, commitment, etc.); awareness of a subject of innovation and innovative culture bearer; innovative intelligence (willingness to overcome the inertia of thinking), stable system of knowledge that reveals the essence, structure and kinds of innovation; specifically the ability to generate new innovative ideas using intellectual capacities and mechanisms for their self-actualization; possession of knowledge development and innovation in practice, special methods, techniques and tools, which enable actively engagement into innovation); the strength and mobility of nervous and mental activity.

**INNOVATIVE PROCESSES IN EDUCATION** is purposeful organization of creation, implementation and dissemination of something new (content, form, method, product, item, etc.) for making changes in the

educational environment (school, educational region, state) and education transition to new quality. **I.P.E.** depends on the establishment of state-level innovation policy in education; innovative potential teachers; the use of pedagogical experiment as the main form of production innovations; purposeful organization of the process on the scientific and methodological basis; evaluating the results of the search and its distribution in educational practice.

**I.P.E.** is implemented in stages. *Informational stage* reveals opportunities to change separate system elements, organizational structures, content, technology, education; determines and analyses functioning of object of changes, resource capabilities of its supply; formulates the problem of innovation search. *Logical and operational stage* involves development and management decisions based on formalization of innovation. It is realized through search and alternatives identification; analysis of expected results; selection of diagnostic methods. *Organizational stage* provides influence on object of changes for choice and placement of teachers, bringing problems to the immediate perpetrators, coordination of innovative process on the stages of implementation, monitoring and evaluation. Management reflection is performed by testing innovations; providing informational support of the process; checking of ongoing and final results that are consistent with the aim of innovation. Getting the product of innovation process moves the process to implementation level. During

*productive stage* results of the search are analyzed as trends predicting future changes. This confirms an idea that the innovation process is cyclic and has the ability to be constantly updated.

**INNOVATIVE PRODUCT** is result of an innovative project and research development of new technology (including informational) or products with design of model or research batch and meets the following requirements:

a) it is the realization (implementation) of the intellectual property (inventions, utility models, industrial designs, topographies of integrated circuits, selection achievements, etc.) to which producers must state security documents (patents, certificates) or received from owners of this objects intellectual property license or introduction of inventions. Intellectual property object must be decisive for the product;

b) product development increases domestic scientific, technical and technological level;

c) in Ukraine, the product is produced (to be produced) for first time, or if not the first time, compared to other similar products on the market, it is competitive and has a substantially higher technical and economic parameters.

**INNOVATIVE PRODUCTS** are new competitive products or services that meet following requirements: a) it is the result of an innovative

project implementation; b) such products are produced (will be produced) in Ukraine for the first time, or if not the first time, compared to other similar products on the market is competitive and has a substantially higher technical and economic parameters.

**INNOVATIVE PROJECT** is a complex of documents that defines a set of procedures and all necessary measures (including investment) for the establishment and implementation of an innovative product and / or product innovation.

**INNOVATIVE TEACHER'S COMPETENCE** is system of motives, knowledge, skills, personal qualities of the teacher, providing efficient use of new educational technologies in work with students.

**INNOVATIVE TEACHING** is the teaching that stimulates innovative changes in the existing culture and society, actively influencing problem situations that arise both to the individual and to society, focused on dynamic changes in the world, based on the original techniques of various forms of thinking, creativity, high social and adaptive capacity of the individual.

**INNOVATIVE TEACHING FORMS** are focused systematic set of new ideas and means of training activities that result in increased performance structural components of the educational system, there is a transition to a qualitatively different state. The *main innovative methods are: training* – form of active learning, aimed at acquiring theoretical knowledge and practical skills, formation of necessary skills, identifying and development of solutions to common problems through case studies and group discussions; *Master Class* – thematic group work to improve professional development, based on the successful experience of one or two practitioners; "*Brainstorming*" - effective form of learning, stimulating new ideas and creative positions, finding quick and easy solutions to complex problems and decision-making; *business game* – collective practice session, allowing participants to find the best options for solving problems in artificial conditions that simulate real environment; *case study* – method with real or fictional situation; *role-playing game* – form of training that involves roles, information processing and preparation of the material according to the proposed scenario.

**INNOVATIVE TEACHING METHODS** are new ways to implement the content of adults education, optimal and effective for age and physical condition of



adult interaction involving semantic, procedural, motivational, organizational components. They promote differentiation and individualization of educational programs based on consideration of previously acquired knowledge and professional experience of a person, revitalization, disclosure of potential, opportunities, development of practical skills for solving specific problems, evaluation of learning.

The choice of any innovative teaching method and forms of its realization is determined by the specific didactic objective, the content of educational material, presence or absence of necessary initial knowledge, level of students development, the presence or absence of teacher`s appropriate teaching materials, visual aids equipment and so on. A variety of teaching tasks, specific conditions of teachers and the factors influencing the choice of teaching method and forms of its implementation, is the cause of their large variability.

Innovative teaching methods include: *simulation* (playing - business games, game design, educational situation, educational problems, the situation of staging various activities, etc., and *non-gaming* - analysis of specific situations, solution of situational problems, collective mental activity, etc.) and *non-simulating* (problematic lecture, pair lecture, lecture with premeditated errors, press conference lecture, heuristic conversation, academic discussion, guided self-study, seminars, discussions).

**INNOVATIVITY** (Latin *innovatio* - update, change) is emotionally evaluative attitude to innovation, the difference in susceptibility to innovation, new goals, experience.

**INSTITUTE OF INNOVATIVE TECHNOLOGY AND EDUCATION OF THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE** is state scientific-methodical establishment of the Ministry of Education and Science of Ukraine, established on 02.07.2006, to implement public policy and education, meeting of needs of education in the scientific and methodological support, improvement of content and teaching methods and education of young generation at all levels of the national system of continuing education.

**INSTITUTION OF HIGHER EDUCATION** is a separate type of institution which is a legal entity of private or public law, acting in accordance with the issued license for educational activity at certain levels of higher education, conducts scientific, technical, innovative and/or methodological activity, provides organization of the educational process and obtaining higher education by individuals, postgraduate education according to appropriate vocation, interests and abilities.

**INTEGRAL COMPETENCE** is general description of qualification level, which expresses the basic

competence characteristics for training and/or professional activities.

**INTEGRATED (complex) EDUCATIONAL METHODS** is the implementation of training on specific topics-complexes containing materials of related subjects. All these methods are used in cooperation, mutual understanding, common interests and aspirations of participants in the educational process.

**INTEGRATION TECHNOLOGIES** are didactic systems that provide integration of interdisciplinary knowledge and skills, various activities at the level of integrated courses, educational themes, lessons, training days.

**INTERACTIVE LEARNING** is special form of organization of cognitive activity that involves creating a comfortable learning environment in which student feels his success and intellectual ability. The characteristic feature of interactive learning is a constant, active interaction of all participants in the educational process.

**INTERACTIVE LEARNING TECHNOLOGIES** are collective form of organization of educational activities carried out considering interests and demands, life and professional experience of an adult in forms of partnership entities from the educational

process. Interactive learning aimed at collective learning process, the acquisition of knowledge, skills, obtaining the necessary competencies in joint activities through dialogue, polylogue of adults and the teacher, as well as through direct interaction with the educational environment or learning environment, providing a high level of motivation to learning and simulating reality in which participants find field of experience application. Thus there is a constant change of learning activities: games (business, role, plot, imitation, public hearings), discussions (debates, discussion (talk show style)), small group work, design and analytical work, a small theoretical block (mini-lecture).

Interactive learning technologies include a set of forms, methods, techniques to achieve the intended result. In this context, forms and methods, techniques and tools are the structural elements, which construct technology of learning according to objectives and planned (desired) results of the learning process. The basic principles of interactive learning include: the principle of dialogue interaction; cooperation and collaboration; active-role (play) training.

**INTERACTIVITY** is adequate response to user actions (transition to certain parts of educational material, that is the choice of learning trajectory, multimedia playback, setup in accordance with user requirements, etc.).

**INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)** is the classification system of education based on characteristics of educational programs and related qualifications, which serves as a tool for collecting, summarizing and presenting statistical data on education. ISCED was established by UNESCO in 1976, revised in 1997 and 2011. In 2013 ISCED of education and training was separated. Now it is the leading international classification system of education. Levels of education as well as additional criteria (eg, purpose, orientation, length of education program) are main criteria in ISCED-2011. In ISCED-2013 principal parameters are fields (wide, narrow and detailed) education. The concept of ISCED includes definition of such concepts as education, training, communication, information and more.

**INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO)** is one of the main international classifications, which is a tool for systematization of work (classes, professions) according to their inherent tasks and responsibilities. ISCO serves as a basis for international reporting, comparison and exchange of statistical and administrative data about occupations; as a model for the development of national and regional classifications of occupations; a system that can be directly used in countries that do not have their own national classifications.

**INTERNATIONALIZATION** in higher education is a process of integration of education, research and administrative activities of higher educational institution or research institution with an international component:

- Individual mobility (students, researchers, teachers, administrative staff);
- establishment of joint international educational and research programs;
- forming international educational standards to ensure quality;
- institutional partnership, creating educational and research consortia.

**INTRAPRENEUR** is a specialist and leader, focused on solving internal problems of innovation. His task is organization of searching ideas using, for example, the method of "brainstorming", creating an atmosphere of creativity, involvement of employees in the innovation process. Intrapreneurs are usually creative individuals with knowledge and wide range of interests.

**INTRODUCTION OF ADVANCED EDUCATIONAL EXPERIENCE** is process of studying, implementation and promotion of psychological and educational achievements of science and advanced scientific ideas of scientifically proved practice into teaching practice.

Successful solution of the tasks set by society to education, requires the use of achievements of advanced pedagogical experience by educational authorities and private educational specialists. **I.A.E.E.** involves the following *steps*: deep study and analysis of the content, recognition of leading ideas, goals, objectives, creation of a model, defined forms and methods of implementation of best educational practices and recommendations for its use in teaching practice.

Central forms of **I.A.E.E.** are supporting schools, scientific conferences and seminars, teachers councils, advanced training, methodical associations, centres of pedagogical skills and others. The most common methods of **I.A.E.E.** are: lectures, conversation, lectures using multimedia and information technology facilities, processing of articles, books, business and role-playing games, solving educational problems and situations, seminars, conferences, symposia, round tables, trainings and others. The introduction of advanced pedagogical experience in teaching practice needs properly trained, teaching personnel ready to innovative activity.

**IRREVERSIBLE DESTABILIZATION LAW OF INNOVATIVE EDUCATIONAL ENVIRONMENT:** any process of innovation in education inevitably brings irreversible destructive changes in the established socio-pedagogical environment making it problematic, which further leads to the destruction of holistic ideas about the nature of educational processes, their controllability.

## J

**JEAN MONNET PROGRAM** is one of the educational programs of the European Union, which purpose is to increase knowledge and awareness in the EU and beyond it on issues of European integration by stimulating teaching, research on European integration, in particular relations with other countries and interpersonal and intercultural dialogue. Since 2007 Jean Monnet Program is integrated in the broader Lifelong Learning Program along with educational programs such as Erasmus Mundus.

## K

**KNOWLEDGE** is understood and learned scientific information that serves as the basis of conscious, purposeful activity. Knowledge can be empirical (factual) and theoretical (conceptual, methodological).

**KNOWLEDGE ECONOMY** is 1) economy that creates, disseminates and uses knowledge to ensure their growth and competitiveness. The knowledge is contributed by all sectors and all participants in the economic process. It does not only uses knowledge in various forms, but also creates them as science, technology and high-tech products, high-quality services and education; 2) economy based on knowledge, reflects



the recognition that scientific knowledge and specialized skills are the main source and a key factor of the material and non-material production, ensuring sustainable economic development.

Knowledge economy reveals new role and place of human intelligence in the modern society, the impact of information as the main productive force and subject to the development of regional production area.

**KNOWLEDGE TRIANGLE** includes three points: education, research and innovation, which are the subject to united Europe development strategy, which provides strong support from the state and society and appropriate levels of human activity stimulation in the areas of traditional knowledge and manufacturing of competitive products.

## L

**LABORATORY (RESEARCH) SYSTEM OF EDUCATION** is education that is based on the principles of individualization of learning, independent research work in offices, laboratories.

**LEARNING OUTCOMES** mean the combination of knowledge, skills and other competencies acquired by a person in the process of learning under certain educational and professional, educational and scientific program that

can be identified, quantified and measured. Learning outcomes together with their assessment criteria define minimum requirements for awarding credits, while grading is based on a comparison of actual student academic performance with minimal requirements. Actual learning results differ from teaching objectives (outcomes) with the fact, that they relate to the student's academic performance, while goals are the intentions of the teaching (planned results). The term "learning outcomes" is one of the main terms of the Bologna process and is important for understanding and comparing diversity of academic degrees (qualifications) in Europe, the change of educational paradigm from process to result one. This means the transition from teacher-centered approach to student-centered approach.

**LIFELONG LEARNING** is learning process for all forms (formal, informal, casual / spontaneous, indirectly), levels (sublevels, cycles) and periods (duration) throughout life.

**LISBON RECOGNITION CONVENTION** is International Convention of the Council of Europe, which was developed jointly with UNESCO and adopted in 1997 in Lisbon, being implemented since 1999; concerns the recognition of academic degrees and qualifications in higher education. The Convention stipulates degrees (qualifications) and periods of study are recognized if the institutions responsible for

recognition have not revealed significant differences. Lisbon Recognition Convention serves as an important tool of the Bologna Process and the European Higher Education Area.

**LISBON STRATEGY** is strategic objective of the European Union, aiming at increase of global competitiveness of the Union through economic renewal and improvement in the social sphere and environmental protection. The European Council in Lisbon in March 2000 defined the tasks for the European Union for the next decade: to become the most dynamic and competitive economy in the world, based on knowledge that is capable of continuous growth, providing more and better jobs and closer social cohesion. One of the goals is the creation of the European Research Area (ERA) for the development of society and economy based on knowledge.

## **M**

**MEANS OF EDUCATION** are material or ideal objects used in the classroom as carriers of information and teaching aids, formation of cognition and practice.

In a narrow sense, means of education are educational and visual aids, demonstration equipment,

facilities, etc.; and generally it is everything that contributes to the goals of education, ie the totality of methods, forms, content and special aids.

Means of educations are conventionally divided into *teaching aids* (visual aids, technical tools) and *learning tools* for students (textbooks, notebooks, pens, etc.). They also include means used by all those involved in education (sports equipment, office furniture, computers, etc.). For sensory modality means of education are divided into *visual* - tables, maps, natural features, others; *audio-visual* - films, television and others.

Choice of educational means depends on didactic concept, the objectives, content, methods and conditions of the learning process.

**MEDIUM-TERM PRIORITY AREAS** are priority areas of innovation activity defined for the period of 5 years and focused on implementing strategic priorities. Medium-priority areas can be of national, sectoral and regional levels.

**MEDIUM-TERM PRIORITY AREAS OF NATIONAL AND SECTORAL LEVELS** are innovation activity areas, approved by the Cabinet of Ministers of Ukraine on the proposal of the central body of executive power that provides state policy in the field of innovation, within three months from the definition of strategic priorities of innovation. Medium-term priority

areas of national and sectoral levels are realized through the formation and implementation of state programs, state order and individual innovation projects.

**MEDIUM-TERM PRIORITY AREAS OF NATIONAL LEVEL** are innovation activity areas that are formed by the central body of executive power that provides the state policy in the field of innovation, proposals to central executive body that implements the state policy in the field of science, technology and innovation, with the involvement of the National Academy of Sciences of Ukraine and national sectoral academies of sciences of Ukraine, universities and research institutes as a results of analytical studies in science and technology and innovation, perspective of economic and social development of Ukraine and focused on providing innovative development of inter-sectoral and inter-regional nature.

**MEDIUM-TERM PRIORITY AREAS OF REGIONAL LEVEL**-are areas of innovation aimed at solving issues of innovative development of individual regions. Medium-term priority areas of regional level are approved by local councils local state administrations on the basis of strategic priorities of medium-term priorities of national level, taking into account the perspectives of economic and social development of the region. Medium priority areas are

implemented through regional development and execution of regional and local innovation programs and individual innovation projects.

**MEDIUM-TERM PRIORITY AREAS OF SECTORAL LEVEL** are innovation activity areas that are formed by the central authorities of executive power based on strategic priorities and medium-term priorities of national level, taking into account the perspective of economic sectors and aimed at resolving issues of innovative development of certain economic sectors.

**METHODS (manners) of TEACHING** are types of classes and partly (independent work, practical training) forms of educational process.

**METHODS AND TECHNIQUES FOR INNOVATIVE MANAGEMENT** is system of rules and procedures for different tasks of innovation, which are used for development and rational decision-making.

**MOBILITY** is one of key principles of the formation of the European Higher Education and Research Area, which provides a variety of opportunities for free movement of students, teachers, researchers and administrators in this area with the purpose and general academic enrichment, contributes to securing the integrity of European educational area. An important role in mobility is

played by major Bologna Process tools - the European Credit Transfer and Accumulation System, the European Qualifications Framework for Higher Education, Diploma Supplement and the European and National System for Quality Assurance in higher education.

**MOODLE** is system of e-learning initiative to give teachers and students free access to the system, which allows to share educational content, interact online and use modern technology to implement the principle of "learning anytime and anywhere".

**MULTIMEDIA** is the use of different information streams (text, graphics, sound, animation, video, etc.) to increase the level of understanding and memorizing learning significantly.

**MUNICIPAL SPECIALIZED NON-BANKING INNOVATIVE FINANCIAL INSTITUTIONS** are institutions established for financial support of local innovation programs by local governments and their subordinate executive bodies. These institution`s funds are formed by the relevant local budget funds, attracted domestic and foreign investments of entities and individuals, voluntary contributions of businesses and

individuals, own or joint financial and economic activities and other sources not prohibited by legislation of Ukraine.

## N

**NATIONAL ACADEMIC RECOGNITION INFORMATION CENTRE NETWORK (NARIC NETWORK)** is network of National Information Centers of EU member-countries, which was created to improve academic recognition of diplomas and periods of study, mobility of students, teachers and researchers. Most of these centers do not make decision on recognition, but only provide the necessary information and advice on foreign educational systems and qualifications.

**NATIONAL COUNCIL OF UKRAINE FOR DEVELOPMENT OF SCIENCE AND TECHNOLOGY** is permanent advisory body formed under the Cabinet of Ministers of Ukraine to ensure effective interaction between representatives of the scientific community, governmental agencies and the real economy in the formation and implementation of state policy in the field of scientific, scientific and technical activities. The National Council consists of a Chairman, two Vice-Chairmen, Secretary and members of the Scientific Committee and other members representing central authorities at a level of deputies, the National Academy of Sciences of Ukraine and national sectoral Academy



of Sciences at a level of vice-presidents , regional (city) administrations of the regions in the territory of which is focused considerable scientific potential, at a level of deputy heads, large high-tech enterprises, recognized as the world's universities. National Council Head ex officio is the Prime Minister of Ukraine.

**NATIONAL EDUCATION DEVELOPMENT DOCTRINE** is doctrine that determines system of conceptual ideas and views on strategy and main directions of development of education in the first quarter of the XXI century. One of the main issues that National Doctrine solves is comprehensive use of information technology in education. The priority of education development is the introduction of modern information and communication technology for further improvement of the educational process, accessibility and effectiveness of education and training of young generation for life in the information society.

**NATIONAL INNOVATION SYSTEM** is a combination of legislative, structural and functional components (institutions) involved in the creation and application of scientific knowledge and technology and determine the legal, economic, organizational and social conditions for the innovation process. National innovation system includes following subsystems:

1) governmental regulation, consisting of legislative, structural and functional institutions that establish and ensure compliance with rules, regulations, requirements in innovation and interaction of all subsystems of the national innovation system;

2) education consisting of universities, scientific-methodological and methodical institutions, scientific and industrial enterprises, state and local education authorities and schools conducting training, retraining and skills development;

3) knowledge generation, consisting of scientific institutions and organizations regardless of ownership, conducting research and development creating new scientific knowledge and technology, public research centers, academic and branch institutes, research departments of higher educational institutions, research and design departments of enterprises;

4) innovative infrastructure consisting of production-technological, financial, information-analytical and expert consulting component, as well as techno, technological, industrial and science parks, innovation centers and technology transfer centers, business incubators and innovation structures of other types; information networks of scientific and technical information, expert consultancy and engineering firms, public and private institutional investors;

5) manufactoryes, composed of organizations and enterprises that produce innovative products and provide services and/or consuming technological innovation.

**NATIONAL QUALIFICATIONS FRAMEWORK (NQF)** is holistic internationally understood description of the national qualifications scale (in the form of qualification levels) in terms of competencies through which all qualifications and other learning achievements in higher education in particular, can be expressed and correlated together in a coordinated manner. In Ukraine, the National Qualifications Framework is approved by the Cabinet of Ministers of Ukraine on 23 November 2011, No.1241.

**NATIONAL SCIENTIFIC CENTER** is status, which can be given to scientific institution, higher educational institution, uniting research institutions and/or universities that have unique research and experimental facilities, scientists and specialists of the highest qualifications, results of research which are of national importance and international recognition, for the implementation of the most important and urgent for the state areas of science and technology and/or innovation. The status of national scientific center is provided by Presidential Decree of Ukraine on the submission of the Cabinet of Ministers of Ukraine for 10 years with the right to continue.

**NETWORK PROJECTS** are transnational innovative research and development projects focused on the market; the projects are supported by public administrations and funding bodies that represent EUREKA at each member country.

**NON-SIMULATION TEACHING METHODS** are active (interactive) teaching methods that do not involve creating a model of the process or activity, and activation is achieved by selection of learning problematic content that provides dialogic interaction. These methods include problematic lecture, seminar-discussion with "brainstorming", retreat practical classes, coursework and thesis, internship without performing official duties. These methods enable students not only to provide some information, but also facilitate the development of certain professional skills.

## O

**OBJECTS OF INNOVATION** are innovative programs and projects; new knowledge and intellectual products; production equipment and processes; infrastructure of production and business; organizational and technical solutions for the industrial, administrative, commercial or otherwise, which significantly improve the structure and quality

of production and / or social sphere; raw materials, means of production and processing; marketable products; mechanisms of the consumer market and sales of commodity products.

**OPEN EDUCATION** is complex social system that can quickly respond to the changing socio-economic situation, individual and group educational needs and requests. The purpose of open education is to prepare students for full and effective participation in social and professional activities in terms of information and telecommunication society. It is based on philosophical and methodological principles of openness and continuity of learning. The basis of the process of open education is a deliberate, controlled, intense independent work of students. They can acquire knowledge in a comfortable place, under individual schedule, using special set of learning tools, having the possibility to contact with teacher. The most significant feature of open education is using specialized technology and training (computers, network tools, multimedia technologies and special software); implementation of quality control of knowledge (test systems based on information technology); economic efficiency (improving value the results achieved, money and other resources to achieve it), compared to traditional forms of education, flexibility (the ability to study at a convenient time, in a convenient location and comfortable place), modularity (possibility of formation of individual

curriculum according to the personal needs), parallel (combination of training with the main professional activities); asynchrony (learning with using technologies in convenient hours); new role of the teacher (coordination of cognitive process, consultation during preparation of individual curriculum, leadership training projects ), new role of the student (high level of self-motivation, self-study skills); systematic introduction of ICT to education, internationality (the ability to export and import educational services).

## P

**PARTNERS OF SCIENCE PARK** are entities that have concluded with science park Partnership Agreement.

**PARTNERSHIP AGREEMENT WITH THE SCIENCE PARK** is research agreement between the park and entities on the terms of participation of business entities in the development and implementation of science park projects.

**PEDAGOGICAL AXIOLOGY** (Greek *axios* - valuable and *logos* - word, teaching) is pedagogy section, which investigates important for pedagogical work values of training and education.

**PEDAGOGICAL NEOLOGY** (Greek *neo* - new and *logos* - word, teaching) is a branch of pedagogical knowledge, which systematizes, generalizes and develops scientific, experimental and research data about the process of scientific and pedagogical creativity, its features, main results.

**PEDAGOGICAL PRAXEOLOGY** (Greek *praktikos* – active and *logos* – word, teaching) is a branch of pedagogical knowledge that examines the effectiveness of the mechanics of pedagogical innovations, optimal innovation.

**PEDAGOGICAL TECHNOLOGY** is sharply justified system of pedagogical tools, forms, methods and their stages, focus on specific educational objectives; certain order, logic and sequence according to the purpose, as some degree of common algorithmic activity of teacher and students in the learning process, consistency of their actions and relations.

**POSTDOCTOR** is a person who received Ph.D. degree and performs in specified period of time research independently or coordinated by a leading scientist as part of research team, getting scientific scholarship and holding academic position, to improve professional competencies needed for future career.

**PRINCIPLES OF STATE INNOVATION POLICY** include: focus on innovation way of development of Ukraine; determining national priorities of innovative development; formation of the legal basis in the field of innovation; creation of conditions for preservation, development and use of national scientific, technological and innovation capacity; ensuring interaction of science, education, manufacturing, financial and credit sector in the development of innovation; effective use of market mechanisms to promote innovation, support entrepreneurship in scientific and industrial areas; implementation of measures in support of international scientific and technological cooperation, technology transfer, protection of domestic products in the domestic market and its promotion on foreign markets; financial support, the implementation of favorable credit, tax and customs policy in the field of innovation; promotion of innovation infrastructure; informational support of business innovation; training in the field of innovation.

**PRIORITIES OF INNOVATION ACTIVITY** are scientifically and economically justified and determined in accordance with the Law "On innovation activity priorities in Ukraine" directions of innovative activity aimed at ensuring economic security, creation of high-tech competitive environmentally friendly products, providing quality services and increase export potential of a states with effective use of national and



international scientific and technological achievements. Priority directions of innovation activities are divided into strategic and medium-term.

**PRIORITY AREAS OF SCIENCE PARK** are economically and socially caused scientific, technical and innovation activities that meet the goal of creating science park, sectoral profile and / or specialization of institution of higher educations and / or research institutions (which are the basic elements of the science park), address the needs of the region (territory) – location of science park, and are consistent with the areas defined by the Law of Ukraine "On priority directions of science and technology", "On innovation activity priorities in Ukraine" and other legislative acts of Ukraine in scientific and innovation area.

**PRIORITY INNOVATION PROJECT** is an innovative project that is implemented at priority areas of innovation.

**PRIZE OF GOVERNMENT FOR THE DEVELOPMENT AND INTRODUCTION OF INNOVATIVE TECHNOLOGIES** is the prize, founded by the Cabinet of Ministers of Ukraine on 01.08.2012 № 701, which is awarded for outstanding achievements in the development and implementation of innovative technologies in production and bringing to market innovative products in the domestic framework of

innovative projects. Each year, five such Prizes are awarded on Science Day on a competitive basis.

**PROFESSIONAL GROWTH** (Latin *professional augmentum* - professional growth) is a process of qualitative changes in knowledge and skills of professional work and personal sphere that promotes creative self-fulfilment and enhances the productivity of work.

Professional growth unlike *professional career* (career - a sequence of professional roles, statuses and activities in life, its advancement on degrees (steps) of production, social, administrative or other hierarchy) is an expansion of the boundaries of professional competence, based on improvement of essential competencies specific to the profession, and willingness of the individual as subject to professional activities to creative self-actualization as professional or qualified specialist.

Professional growth is carried out as a continuous process, the content of which is aimed at self-improvement as a specialist, the formation of his intellectual capacity. It is governed by principles of subjectivity, professionalism, creativity, personalization and realized through complex organizational and pedagogical conditions that provide effective professional and creative activity of the individual, the implementation of value-semantic and action-reflexive mechanisms of its professional potential.

**PROFESSIONAL RECOGNITION** refers to the right of the skills bearer for appropriate professional status. In the European Union recognition of professional purposes is defined as a legal act by which the competent authority in the host country recognizes qualifications obtained abroad as acceptable for legally regulated professional activity.

**PROJECT TEACHING METHODS (PROJECT METHOD)** is such organization of training where learners acquire skills in planning and implementation of practical tasks - projects.

**PSYCHOLOGICAL AND PEDAGOGICAL INNOVATIONS** are newly formed (applied) or advanced technologies (or projects) that significantly change the amount, structure and quality of the teaching process. These include developing training technologies, student-centered learning, collective learning, developing modular-training, creative teaching, student-centered teaching, psychological control, adaptive control, integration of natural education.

**PUBLIC COUNCIL OF TECHNOPARK LEADERS** is a body that has been created to ensure the active participation of technological parks in drafting regulations, developing proposals to improve conditions of innovative activity and mechanisms for

implementation of innovative projects at the Ministry of Education and Science of Ukraine. The main task of the Council is to establish effective cooperation of technoparks and the Ministry and create favourable conditions for their operation. Establishment of the Council aimed at ensuring the openness of the Ministry operation, consideration of public opinion in the preparation and organization of its decisions in the sphere of innovation.

## Q

**QUALITY OF EDUCATION** is level of educational process organization in higher educational institution / institution of higher education that meets standards of higher education, provides developing of skills and promotes creation of new knowledge.

**QUALITY OF HIGHER EDUCATION** is level of acquired knowledge, skills and other competencies that reflect person`s competence according to the standards of higher education. Quality of higher education is a key concept of the Bologna process. Several instruments were developed in order to ensure its operation. They are following: Qualifications Framework for European Higher Education Area (2005), standards and guidelines for

quality assurance in the European Higher Education Area (2005), European Association for Quality Assurance in Higher Education (2004) and the European Registry of Higher Education Assurance.

## **R**

**RANKING OF HIGHER EDUCATIONAL INSTITUTIONS** is the process and mechanism of comparisons of higher educational institutions (and/or educational programs) on certain criteria and determination of appropriate ratings. The most prestigious world rankings are "Shanghai" (Academic Ranking of World Universities - ARWU), which ranks 500 universities and equivalent institutions, and «Times» (Times), determines the best 400 universities and equal to them world-class universities.

**REFLECTION** is understanding of individual's own search and creative activity, creative and transforming activity and co-creation.

**RESEARCH PRODUCTION** is a structural unit of the institution, university, academy, institute or entity for which the primary activity is manufacture and testing of prototypes, models, new products and technological processes.

**RESEARCH RESULTS** refer to new knowledge obtained in the basic or applied research and recorded on scientific information media. Scientific results may be expressed in the form of report, published articles, research reports, scientific reports of research work, monographic research, scientific discovery, legal act, regulation or scientific guidance documents, preparation of which requires conducting relevant research or contains research component, etc.

**RESEARCH UNIVERSITY** is national institution of higher education, which has significant scientific achievements, conducts research and innovative activity, ensures integration of education and science with production, is involved in international projects and programs. The status is granted to this institution in order to enhance the role of the university as a centre of education and science, training of highly qualified scientific and pedagogical staff, implementation of scientific advances, technical and technological developments, realization of joint programs in priority areas of basic and applied researches to solve important socio-economic problems in various industries along with other universities and research institutions.

**RESULTS** are expected or achieved outcomes of curriculum, other institutional activities supported by

specific list of indicators. The actual results are different from objectives, which are expected (planned, desired).

## S

**SCIENCE & TECHNOLOGY (APPLIED) RESULT** is obtained in the process of applied research, scientific and technical (experimental) development of new materials, products, processes, devices, technologies and systems; new services or significantly improved those already produced (provided); enacted new design or technological solution, complete test, which is implemented or can be implemented in public practice. Science and Technology (applied) result may be implemented in the form of a draft, experimental (research) of a sample or its operating model, design or process documentation on scientific and technical products, prototypes, intellectual property rights, legal act, regulations or scientific-methodical documents and more.

**SCIENCE & TECHNOLOGY COMPLEX** is an association of institutions, organizations, companies conducting unified research and development police, share research, development, engineering, experimental and production base, provide full or partial reproduction

of the innovation process: from formation of idea and research to manufacturing a prototype, pilot batch, release and placing on the market of products. All participants retain the status of complex entities and financial independence.

**SCIENCE (SCIENCE AND TECHNOLOGY) PROJECT** is a set of activities related to enforcement and direct research and/or scientific and technological developments in order to achieve specific scientific or research (applied) result.

**SCIENCE PARK** is legal entity, which is formed on the initiative of institution of higher education and/or research institution by joining the founding contributions for the organization, coordination, control and realization of Science Park projects. Science park is created for the development of science, technology and innovation in higher education and/or scientific institution, effective and efficient use of the existing scientific potential, material and technical basis for the commercialization of research results and their introduction on the domestic and foreign markets.

**SCIENCE PARK PROJECT** is package of documents defining the procedure and a set of necessary measures for the development, creation and implementation of an innovative product or products and includes information about the logistical, financial



and human resources necessary to be performed by scientific park and its partners under the requirements of the Law of Ukraine "on Scientific Parks".

**SCIENTIFIC AND TECHNICAL (EXPERIMENTAL) DEVELOPMENTS** are scientific and technical activities, based on scientific knowledge obtained from research or practical experience, and is associated with bringing such knowledge to the stage of practical use. The result of scientific and technical (experimental) developments is new materials, products, processes, devices, technologies, systems, intellectual property rights, the provision of new services or significantly improved those already produced (provided) or put in place.

**SCIENTIFIC INTERNSHIP** is practice, when scientific and pedagogical staff of academic institutions (universities) can be sent to other scientific institutions and higher educational institutions, including abroad. The purpose of internship is to enhance theoretical and practical training, conducting special studies using modern equipment and technology, mastering the latest unique methods to gain experience of the proceedings of research activities, ensuring information exchange and expand scientific contacts. Internship period cannot exceed two years.

**SCIENTIFIC PRODUCTS** are scientific and/or technical (applied) results, which are designed to be implemented.

**SIMULATION GAME TEACHING METHODS** are methods that provide the greatest possible approximation to the educational process operating conditions (eg. training with the performance of duties, training simulation, business and role-playing games).

**SITE** (old website) is a set of web pages available on the network (the Internet) that are united in content and navigation.

**SKILL** is the ability to apply knowledge and understanding for the tasks and solving problems and issues. Skills are divided into cognitive (intellectual and creative) and practical, based on excellence of using methods, materials, instructions and tools.

«**SOCRATES**» is EU educational program established to develop European dimension and improve quality of education by encouraging cooperation between member-states.

"Socrates" is divided into eight activity areas:

- «Comenius»– school education;
- «Erazmus» – higher education;

- «Grundtvig»– adult education and other educational opportunities;
- «Lingua» – learning of European languages;
- «Minerva» – information and communication technologies in education;
- Analysis of educational systems and policies and their updating, including: development of networks of mutual recognition of qualifications (*network of National Academic Recognition Information Centres, NARICs*); information dissemination in education (*Eurodice*) and exchange of experience in education management (*Arion*);
- Joint actions with other European programs;
- Accompanying measures.

**SOURCES FOR FUNDING SCIENCE PARK** are statutory funds and other funds of science park; costs from science park operation; investments provided to science park; donations for the development of science park and implementation of the science park projects; funds of state and local budgets; customers funds; other income not prohibited by legislation of Ukraine.

**SOURCES OF FINANCING INNOVATIVE ACTIVITY** include:

- a) funds of State Budget of Ukraine;

- b) local budgets;
- c) own funds of specialized state and municipal innovation financial institutions;
- d) own or borrowed funds of innovative activity;
- e) funds (investments) of any individuals and legal entities;
- f) other sources not prohibited by legislation of Ukraine.

**SPIN-OFF COMPANY** is one of the basic mechanisms of technology transfer, licensing and sale of intellectual property is complexed by a specific set of rules, applicable to intellectual property of public universities and the internal regulation of the founding of university.

**STATE INNOVATION FINANCIAL AND CREDIT INSTITUTIONS** are institutions established for financial support of innovation activity of different ownership business entities by the Cabinet of Ministers of Ukraine on the proposal of the central body of executive power that provides state policy in the field of innovation.

**STATE KEY LABORATORY** is voluntary association of research institutions and / or institutions of higher education on the basis of Agreement on joint scientific and technical activities for development of promising new interdisciplinary areas of research and scientific and technological development, collaboration

and efficient use of financial, logistical and human resources for certain scientific purpose. Status of the State Key Laboratory is given for a fixed period (7 years) from the date of its registration by the central executive body to form and implement the national policy in the field of scientific and technical activity in the manner determined by the Cabinet of Ministers of Ukraine.

**STATE REGULATION OF INNOVATION** lies in defining priorities and supporting innovation; formulation and implementation of national, sectoral, regional and local innovation programs; creating legal framework and economic mechanisms to support and stimulate innovation; protecting the rights and interests of innovation; financial support for implementation of innovative projects; encouraging commercial banks and other financial institutions funding the implementation of innovative projects; preferential taxation of innovation; supporting the operation and development of modern innovative infrastructure.

**STEREOTYPING LAW OF EDUCATIONAL INNOVATION:** any educational innovation tends to turn into a stereotype of thinking and practical action. In this sense, it is doomed to become routine, ie the transition to teaching stereotype is a barrier to the implementation of advanced educational innovations.

**STRATEGIC PRIORITY GUIDELINES** are innovation activity priorities approved by the Supreme Council of Ukraine for the period of 10 years. The strategic priorities for 2011-2021 years are:

1) development of new technologies of transportation energy, implementation of energy efficiency, energy saving technologies, development of alternative energy sources;

2) development of new technologies of high-tech transport systems, space industry, aviation and shipbuilding, armament and military equipment;

3) development of new technologies for the production of materials, their processing and connectivity, creating of nanomaterials and nanotechnology industry;

4) technological innovation and development of agriculture;

5) introduction of new technologies and equipment for quality health care, treatment, pharmaceuticals;

6) widespread use of technologies of cleaner production and environmental protection;

7) development of modern information, communication technologies, robotics.

**STRATEGY IN HIGHER EDUCATION** is determination of long-term goals of higher education and circumstances, which are used for provision and implementation of adequate measures. In the framework

of the Bologna process the strategy "The European Higher Education Area in a global environment" was adopted in 2007, which contains complete functioning of this area along with priorities for the future.

**STRUCTURAL-LOGIC TECHNOLOGIES** is gradual organization system that provides logical sequence of setting and solving problems of teaching based on the selection of content, forms, methods and means of training at each stage taking into account the phased diagnostic results.

**STUDENT-CENTERED APPROACH** provides development of educational programs that focus on learning outcomes, taking into account specific individual priorities based on realistic target workload, which is consistent with the duration of the educational program. Thus students have more opportunities for choice of content, tempo, method and place of study.

**SUBJECT SUPPORTING POINTS** are guidelines on standards of academic degrees in various fields of knowledge / subject areas. They describe what gives educational program integrity and identity, and determine what is expected from a graduate in terms of skills, abilities, etc., necessary for the development of competencies in the area of knowledge / subject area. They were developed and used by the Quality Assurance Agency (QAA) in Great Britain to assist in the

development, analysis and implementation of educational programs. Can not be regarded as standard.

**SUBJECTS OF INNOVATION ACTIVITY** are individuals and / or legal entities of Ukraine, individuals and / or legal entities of foreign states, stateless persons, associations of persons who carry out innovative activity in Ukraine and / or involve property and intellectual values, invest their own or borrowed funds in implementing innovative projects in Ukraine.

**SUPPORTING EDUCATION** is education aimed at playing a particular culture, social experiences and social and cultural system in general.

**SYNERGISM OR "SYNERGISTIC EFFECT"** (Greek *Συνεργία* - cooperation, interaction, assistance, participation) is the effect of joint actions to achieve common goal, which is based on the principle that the whole is more than the sum of its parts. Synergy means exceeding of factors amount with the combined result. Thus, income from sharing resources exceed the amount of income from the use of the same resources separately. Synergism in strategic activities of individual units involves finding resources and capabilities that complement and strengthen their efforts to achieve better results comparing with the case where they operate autonomously.



**SYSTEM INNOVATIONS** are innovations derived from the problem field with clearly defined goals and objectives. They are based on consideration of the interests of students and teachers, have character and acceptability of traditions. They are carefully prepared, exported and provided with the necessary means (human, material, scientific and methodical).

## T

**TEACHER** is generic name of professionally qualified person for competent educational activities on transfer of special information and its learning by students. Teacher`s pedagogical competence along with professional-theoretical and methodical preparedness for implementation of qualitative and functional responsibilities (Lecturer, associate professor, professor) requires moral and psychological compliance of his personal and moral values to society requirements and prospects of competition state.

**TEACHING PROFILE** is set of basic common characteristics of the educational program, reflecting the specific direction of higher education. Among these characteristics are orientation of educational programs that determine their type (general, academic

and professional, applied). Specific types of all levels of higher education - short, bachelor, master, doctoral, except doctorate.

**TEACHING RESEARCH METHOD** is teaching method that provides creative learning according to classification of methods by type (nature) of cognitive activity (I. Lerner, M. Skatkin), takes rather important function.

The essence of **T.R.M.** can be defined as a way of organizing the search, creative, individual training activities aimed at solving new problems. The participants are included into activities addressing the issues that are resolved by society, science and are new to them only at a certain stage of learning. Methods of using **T.R.M.** involves the following steps: observation and examination of the facts, identification of inconsistencies in the subject of research (problem); formulation of hypotheses for solving problems; construction plan of study; implementation of the plan; analysis and systematization of the results, drawing conclusions. **T.R.M.** activates cognitive activity of persons, but requires a lot of effort and energy of participants and their serious preparation.

**TECHNOLOGICAL INCUBATORS, TECHNOLOGICAL CENTERS AND TECHNOLOGY TRANSFER CENTERS** are projects focused on creating systems of consulting,

information gathering and support of technological entrepreneurship which appeared in 1960-1970's.

**TECHNOLOGY** (Geek Τεχνή - skill, technique; λογος - (here) transfer) in comprehensive sense is science about ways (set and sequence of operations, their regimes) of solving problems of humanity by technical means (tools); in the narrow sense is a set of organizational measures, operations and techniques aimed at manufacturing, maintenance, repair or operation of a product with a rated quality and optimal costs, and due to the current level of science, technology and society.

**TECHNOLOGY TRANSFER** is the transfer of new ideas, technologies and developments in use; technology transfer that is made by concluding bilateral or multilateral agreement between individuals and / or legal entities for which property rights and responsibilities for technology and / or its components are established, modified or terminated.

**TECHNOPARK** is Scientific-Production territorial complex, which includes research institutes, laboratories, pilot plant with advanced technology, created in pre-prepared areas around large universities with developed infrastructure, which includes: laboratory buildings, production facilities, multi-purpose, Information Technology Center of common

use, transportation systems and other communications, shops, living rooms, service and exhibition complexes.

**TRAINING** is individual acquirement or change of information, knowledge, understandings, attitudes, values, skills, competencies or behavior through experience, practice, study or teaching according to the International Standard Classification of Education 2011, 2013.

**TRAINING TECHNIQUES** refers to an activity system for testing of some typical algorithms for solving practical problems using computer (psychological trainings of intellectual development, communication, solving management problems).

«**TRIPLE HELIX**» is concept, which is based on cooperation between universities, government and the business sector in the framework of modern innovation system. This concept was proposed in 1990 by professor of Stanford University (USA) Henry Etzkowitz and his colleague Loet Leydesdorff from Amsterdam. Etzkowitz approach is based on the fact that in modern society the core of innovation is university that establishes close cooperation with business, doing research for it and creating a flow of know-how with a view to continuous improvement of

products and services provided by this business. This model states that university is major center of state efforts and resource for innovation. Such universities are called research universities, or according to Etzkowitz "under-entrepreneurial." Research University keeps all academic components, but it works on a "knowledge triangle" principle, simultaneously in three interrelated areas: education, research, innovation and introduction of technologies bringing them to markets (technology transfer).

**TUNING PROJECT** is European Commission project "Tuning educational structures in Europe", has been implemented since 2000 by European universities in interaction with the sphere of work and aims to create a common methodology compatibility and interoperability of levels and content of educational programs in various subject areas of higher education. The project covers the vast majority of countries that signed the Bologna Declaration, including Ukraine. Tuning project comes from the fact that the academic degrees (qualifications) at the international level can be comparable and compatible, if compare what their bearers are capable (competent) to fulfill, and if appropriate profiles are compared. There is no purpose to develop unified European educational programs with determined list of courses and defined content. The project identifies key general and subject-specific

(professional) competences for specific educational areas. The project also develops descriptors for cycle / level of large number of subject areas.

## U

**UNDERSTANDING** is theoretical (conceptual) level of mastery of knowledge / educational information, allowing not only actually know what, where and when is happening and operate with proved facts, but interpret information and explain why and how any phenomenon is done.

**UNIVERSITY** is main type of institution of higher education / higher educational institution that expresses and realizes the mission, vision, goals, objectives and functions of higher education. As the leading intellectual centers of society universities on the basis of autonomy, academic freedom in education, research, innovation, are the main factors of social progress. In Ukraine Universities are multidisciplinary (classical, technical) or mono-disciplinary (special) higher educational institutions that carry out innovative educational activities for the different levels of higher education (including Ph.D.) conducting basic and / or applied research, leading scientific and methodical center, have developed

infrastructure of educational, scientific and industrial divisions, promoting scientific knowledge and carry out cultural and educational activities. Ranking is used to determine the world-class of universities.

**USEFUL INNOVATIONS** are innovations that meet the mission of educational institutions, but are not prepared, with vague goals and criteria that do not form integral part with educational institution system.

## V

**VALUES** is objective and subjective information that expresses the meaning of objects for subjects, subjective priorities in realm of objects. Values as the attitude of subjects to objects are formed in education and training.

**VARIABILITY OF EDUCATION** is the ability to select different options, depending on the educational content of the individual educational needs. It presents alternative to invariant education under which all participants get the same knowledge and skills. It provides organization of the learning process on student's choice, an opportunity to choose form

and / or period of study, educational content according to social and personal needs, labour market requirements and more.

The strategic directions of variable education development in Ukraine are establishment of system of innovative educational technologies; decentralization and autonomization of educational institutions in the context of variability of education; support of "authorial / experimental schools"; cooperation of public, private, family institutions considering their specification; variability of national minorities schools; creating of variable textbooks; development of multi-technical means of education and communication aimed at the individualization of the learning process.

The value of education variability for adults increases nowadays, and it has the purpose of adaptation to ultimate goal of education – more competitiveness competences for the labour market. Variability education of adults is realized in Ukraine through training, retraining and advanced training, course training, self-education and universities of the third age.

**VENTURE FUND** is non-diversified closed collective investment institution (CII) performing exclusively private (closed) placement of CII securities among legal entities and individuals.



# W

**WIKIVERSITY** is a project of "Wikimedia" fund, which positions itself as a new form of interactive education and conducting open research projects. Wikiversity mission is to provide opportunities for everybody to create information and knowledge and share them freely due to permanent access. Thus, a space for creation and use of educational resources and implementation of educational activities. The project operates from August 15, 2006. Wikiversity is constructed similar to the structure of the University, it has faculties, departments, laboratories. Wikifaculties of humanitarian, social, natural, accurate, technical, applied, interdisciplinary sciences have been created. It is also possible to establish institutions aimed at providing vocational education and creation of groups of interest. Wikiversity specializes in the research and education of adults, but offers individual courses for children (wikischool). Training materials are presented as text lectures, video and audio lectures, programs, courses, simulations, animations, presentations.

Maintenance and operation of the project is provided through participation of everyone who joined the educational community. Supervisory Board exercises the coordination. The greatest difficulty in the Wikiversity associated with the engagement of

professionals, their activity, quality of the materials and organization of direct educational interaction with students. Today there are English, German, French, Spanish, Italian, Portuguese, Czech, Japanese, Greek, Swedish and Russian department. Development of the Ukrainian version continues.

## Y

«**YOUTH ON THE MOVE**» is EU initiative, oriented on efficiency and international attractiveness of European higher educational institutions; general improvement of all levels of education and training of students and teachers, young people access to labor market.

With the support of "Youth on the move" young people from Ukraine in cooperation with partners from other countries can participate in youth exchanges and international volunteer activity. Youth leaders, organization employees and institutions that work with young people have an opportunity to develop their skills through trainings and other activities aimed at establishing partnerships, improving the quality of implemented projects and deepening their knowledge in various areas of youth work.

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## **INNOVATIONS IN HIGHER EDUCATION: GLOSSARY OF TERMS AND DEFINITIONS**

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