

by the Council for International Research and Exchanges with the support of the United States Embassy and the British Embassy in Ukraine, in partnership with the Ministry of Education and Science and the Ukrainian Press Academy. The authors perform the main task of the project – to create an effective sustainable model for integrating the skills of critical perception of infomedia in the educational process of higher and general secondary education. The purpose of the article is to present theoretical and experimental developments in the formation of media culture of teachers-philologists by creating a model of integration of critical perception skills in the courses “Methods of teaching Ukrainian” and “Modern Ukrainian literary language”. Media culture of a teacher-philologist is a syncretic concept that covers the following components: media literacy, critical thinking, information literacy, social tolerance, digital security, cybersecurity skills, visual literacy, resistance to influences, fact-checking, innovation. A teacher-philologist should perform a critical analysis of the media text. The latest methods and creative technologies in education based on critical analysis of media text have been developed and applied. The prospect of further research is the development of a model for integrating critical perception skills into the courses “Professional Ukrainian Language” and “Typology of Mistakes”.

Key words: *infomedia literacy; critical thinking; media culture; media literacy; media product; media text; media education; media culture competence; methods of teaching Ukrainian language; modern Ukrainian literary language.*

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THE POTENTIAL OF NETWORK INTERACTION IN THE INNOVATIVE DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

The article is devoted to the problem of using the potential of network interaction for the innovative development of educational institutions. The authors justified the criteria for using elements of network interaction for the innovative development of an educational institution. The researchers developed a model of using the potential of network interaction in the innovative development of educational institutions by introducing into it elements of the strategic direction of innovative activity, developing, updating and implementing the content of forms and means of organizing the educational process based on the distributed activities of network participants, creating an organizational structure of an educational institution according to the network principle, the readiness of scientific and pedagogical workers for innovative development.

Key-words: *educational institution, network, network interaction, innovation, innovative development, innovative model.*

Introduction. The changing role of education in the economic and social development of the country is now recognized by the state and society. In the long-term perspective of the development of the education system, the goal is to increase the competitive advantage of the Ukrainian education system, the need for the openness of the education system is emphasized in order to attract the best knowledge, specialists, innovative technologies into pedagogical practice and create conditions for conscious and open cooperation of teachers, students and parents. The development of the field of education is related to the successful implementation of these state tasks. Increasing the effectiveness of innovative processes in education is an important mechanism for obtaining the intended results. To solve these problems, scientific and pedagogical prerequisites have been created.

To date, the spread of innovations, according to experts, is increasingly organized according to the network principle, but the issue of using network interaction of educational institutions to solve the tasks of their development has not been sufficiently reflected in the education system and pedagogical practice. The reason is that the content of network interaction, as a rule, is built according to the need for the organization of the educational process, for example, specialized training, etc.

At the moment, the relationship between the development of educational institutions and the deployment of innovation processes is not sufficiently defined, the place of network interaction in the binary relationship – development and innovation process is uncertain. In fact, the innovative process always leads to qualitative changes in the educational institution, because innovations are either localized only at the level of activity of individual teachers, or the innovative process is limited to administrative actions.

Analyses of relevant research. A number of works by domestic and foreign researchers are devoted to the problem of using the potential of network interaction. The works of V. Lugovii (Луговий, 2018) and I. Saladiy (Силадій, 2020) are devoted to the problem of improving the quality of educational services and the professional development of heads of educational institutions based on the network principle. Important aspects of the modernization of educational institutions of state and private forms of ownership are discussed in the works of I. Chystiakova (Чистякова, 2012) and T. Tsukanova (Цуканова, 2017). Innovative methods of management and organizational and economic development of educational institutions in network interaction are the subject of scientific

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investigations by O. Spivakoskyi (Співаковський, 2020) and L. Yaremenko (Яременко, 2018). Yu. Bobalo (Бобало, 2019) and T. Kravchenko (Кравченко, 2018) consider the formation of a modern network society and its influence on the management of the education system.

Aim of the Study – identification of potential of network interaction in the innovative development of educational institutions.

Research Methods. The theoretical and methodological basis of the research was methodological principles of development processes; innovative development processes; methodological principle of systematicity; the methodological principle of the interrelationship of the goal, means and object based on the activity approach; methodological bases of research and design of the innovation process; ideas of value-meaning aspects of activity; theoretical foundations of modeling and design; theoretical foundations of the research of network interaction and network organizations; theoretical foundations of the study of collective distributed and joint activity; theoretical foundations of open educational environment research.

Results. One of the most important tasks of state policy in the field of education today is the organization of a comprehensive partnership, in particular, the development of network interaction at various levels of education. In order to create a model of network interaction at different levels of education, it is necessary to define the concepts of “interaction”, “network interaction”, “network interaction in the field of education”. Let's consider each of them in turn, analyzing all aspects of these concepts.

In different sciences, the concept of “interaction” is interpreted differently. From the point of view of pedagogy, “interaction” is a joint or coordinated activity of educational organizations among themselves or with other institutions, organizations, enterprises and public organizations in terms of goals, place and time, based on regulatory documents, aimed at the fulfillment of previously set goals and tasks through the most rational use funds available at their disposal.

The need for interaction in the education system is due to: the objective need for interaction of all objects of the education system with each other, as well as individual objects and the entire system as a whole with the external environment (institutions, organizations, enterprises and public organizations); the complex nature of the tasks facing the education system; differences in the methods and forms of activity of the subjects of interaction when solving joint tasks; territorial distance between objects; the need for mobile use of funds in solving joint tasks; elimination of

duplication in solving joint tasks; saving effort, money and time; the most efficient use of resources (Чистякова, 2012, с. 223).

Consider the concept of “network”. The analysis of this concept showed that different sciences interpret this term differently, but there are similarities, from this we can come to the disappointing conclusion that a network is a set of positions, subjects, nodes united by some connections, relations, interaction.

We should also highlight two non-reduced concepts that are generic in the understanding of the concept of “network interaction”. This is the concept of node and connection.

Nodes can be any subjects that, depending on the level and tasks, can be represented both in the form of individuals and in the form of formal organizations or informal groups.

Certain relationships or connections exist between nodes. A set of nodes and connections between them form a network that structures relationships.

Analysis of the concepts of “interaction” and “network” allows us to outline some features in the definition of the term “network interaction”.

Network interaction of educational institutions is the joint activity of educational institutions (organizations), in which joint (network) groups of students are formed to master educational programs of a certain level and focus using the resources of several educational institutions (Цуканова, 2017, с. 45).

Network interaction is a system of connections that allow the professional pedagogical community to develop, test and offer innovative models of educational content and management of the educational system; it is a resource sharing method of activity.

Network interaction in education is a mechanism that has certain parameters, such as: the unity of goals, certain resources for their achievement, a total control center. Therefore, not every interaction that takes place between educational institutions can be called a network. For example, interaction in which one teacher (conditionally) exchanges some resources with a colleague from another organization, the participation of several educators in conferences, seminars, advanced training courses, etc. are not networked.

We will call such organizations-nodes residents of network interaction. Residents can also be individuals (teachers, businessmen, public figures, etc.). Certain relations or connections are organized between residents. The set of residents’ interactions and connections

between them form a network. Undoubtedly, there must be some kind of network broker who performs, above all, three main management functions. Initiating the creation of a network and network interaction, finding residents with complementary and competitive resources capable of working in partnership, implementing the role of a promoter of network interaction and network (Луговий, 2018, с. 56).

The network in the context of the interaction of educational organizations with institutions of all types, including professional and higher education organizations, organizations of additional education, sports and culture, public organizations and enterprises of the real sector of economies, is possibly a peering network, that is, one that is not subject to decentralization. Peer-to-peer network interaction assumes the absence of a central governing body, all residents are equal and each performs their own function to implement network interaction.

In addition to peer-to-peer networks, there are also hierarchical networks that require the presence of a governing body that controls all interaction processes.

Recently, the mention of multi-service networks is increasingly common. Multi-service network interactions are clearly centralized or decentralized, they combine all the advantages of peering and hierarchical networks.

Educational organizations and institutions of all types, including professional and higher education organizations, organizations of additional education, sports and culture, public organizations and enterprises of the real sector of the economy can act as resident-resources and resident-clients. Resource providers can get: personnel, information, material and technical, infrastructural, educational and methodological, social resources. Let's consider these types of resources in more detail.

Personnel resources – competent personnel (teachers, methodologists, engineering, legal, economic, etc., personnel with appropriate professional qualifications).

Information resources – databases, professional libraries, repositories of multimedia products, etc.

Material and technical resources – specialized hardware and software.

Infrastructural resources – specialized premises (lecture halls, computer, study rooms).

Educational and methodological resources – development of educational programs, modules, methodological materials (manuals,

recommendations for teachers and students, etc.); diagnostic tools for assessing the level of mastery of educational material; computer training and diagnostic programs.

Social resources – communication with various institutions, associations and non-commercial organizations, etc., contact data with interested persons.

The network of educational organizations with institutions of all types, including professional and higher education organizations, organizations of additional education, sports and culture, public organizations and enterprises of the real sector of the economy has the following functions: analytical, organization, information, educational, advisory, integration, reflexive.

In the educational sphere, network interaction can be organized for: implementation of educational programs (parallel or sequential); conducting joint events (systematically, on an ongoing basis): contests, Olympiads, conferences, master classes, round tables, etc.; preparing schoolchildren for All-Ukrainian Olympiads and competitions; implementation of large projects; organizations of methodological and other associations; construction for network individual educational routes, etc.

The specific description of individual types of network interaction will depend on the purpose, the chosen forms, the types of networks and interaction and the number of participating residents.

Thus, network interaction is a purposeful joint activity (relationship) of several subjects (residents of network interaction), which, depending on the level and the tasks performed, can be represented both in the form of individuals and in the form of organizations or informal groups that acting as network nodes, based on free, flexible, mostly equal relations of independent partners, different in roles and functions.

Modern cultural forms of human self-determination are such forms as the world network and autonomous personality. Understanding these forms as the extremes of modern man's existence: on the one hand, there is a new place of modern man's existence – world networks, and on the other hand, such a reality as the trajectory of atomic personalities of this world network is possible. On the one hand, there is an atomic personality, always possible, determined only by itself, on the other hand, there is a network, which is actually an analogue of a fundamentally open world (Бобало, 2019, с. 21).

Analyzing education in the conditions of modernization and uncertainty, four main educational systems are distinguished: traditional European, pragmatic American, religious-esoteric and network, which is

being formed in our time. The network system is focused on the ideas of corporatism, constructiveness, reflexivity, design and others.

The formation in front of our eyes and the demand for the network system of education is confirmed by the increasing number of networks in the real practice of education. So, for example, the concept of “network pedagogy” appeared, networks of schools, networks of teachers, networks of pedagogical universities, networks of institutions of additional professional pedagogical education (these and previous ones in the form of associations) have already declared themselves and are developing. In addition, network forms of interaction are institutionalized in legislative acts, which emphasize that the network form of implementation of educational programs provides the opportunity for students to master the educational program with the help of the resources of several organizations that carry out educational activities, in particular foreign ones.

However, a distinctive feature of the above-mentioned networks is their “horizontal” construction, that is, organizations solving similar tasks are united in the network. In connection with this, an interesting research task is to understand how different organizations can build network interaction not only horizontally, but also “vertically”? In other words, why and how can organizations that solve different tasks interact? By different, we understand tasks that organizations solve within the framework of their main areas of activity – educational tasks in the field of professional training, educational tasks in the field of retraining and advanced training, scientific tasks, etc. For example, how can pedagogical universities and institutes of postgraduate education interact (Яременко, 2018, с. 50).

In this connection, there is a definition of factors and conditions that contribute to the establishment of network interaction of educational institutes, including in the Internet space of our country.

By network interaction in education, we understand the mechanism of forming dynamic innovative and valuable relations between educational and other organizations, subjects of education in order to ensure the quality of education, adequate to the challenges of time, the requirements of society and the state. The functioning of this mechanism is mediated by the use of information and communication technologies.

Based on this definition, the answer to the question “why?” generally obvious. Let’s try to find ways to answer the question “how?”.

The analysis of domestic educational practice regarding the creation of network structures that increase the innovative potential of the educational system was carried out in the following directions: studying information

related to network interaction on the official websites of pedagogical universities – post-graduate education institutions – research institutes; study of options for the practical participation of students, teachers and employees of educational institutions in the implementation of network interaction within the framework of other, including informal educational structures; study of Internet resources and structures that contribute to the establishment of network interaction of educational institutions in the Internet space of our country; study of regulatory documents defining modern requirements for teachers.

Understanding the factors and conditions that contribute to the establishment of network interaction of educational institutes was carried out in the following logic: contradictions that exist within the framework of the specified directions in the context of the establishment of network interaction were revealed – arguments and examples were given that reveal the content and details of the contradiction – conclusions were drawn.

In the process of identifying the conditions and factors that contribute to the establishment of network interaction of educational institutes in the Internet space of Ukraine, the following contradictions were found at the organizational and structural level between: a qualitatively new attitude to network interaction in the socio-economic sphere as a phenomenon of cooperation and lagging behind in this direction in the field of education, where the network is still perceived by pedagogical workers and education managers as a place to display official information for higher authorities, persons interested in it and search information; declaration of the real openness of education and the formal openness (practically closed) of the content of many systematically organized educational resources.

During the study of the materials of the sites of educational institutes, attention was paid both to the identification of “horizontal” network connections at, relatively speaking, each individual level: pedagogical institutions of higher education – post-graduate education institutions – research institutes, and to the search for “vertical” connections between educational organizations of different levels. It is logical that at the “horizontal” level the nodal points of such interaction can be associations or other associations of institutions of the corresponding type (Співаковський, 2020, с. 5).

In the course of studying the materials of the sites of educational organizations, their desire for network activity in the form of creating associations was revealed. However, this form does not acquire network support. Such a picture is generally typical when the idea has already been

declared and it is really appropriate, but this is not followed by the emergence of new mechanisms and forms of work. This is not so much a lack of resources for the implementation of the idea as a lack of readiness for the real openness of educational organizations, for the use of new forms of interaction in conditions of competition and undeveloped regulatory framework.

At the same time, a careful study of individual events and available personal pages of teachers shows that there is a successful “local” experience, successful practices that confirm the high potential of network interaction for the development of educational organizations and increasing their attractiveness to their students. For example, in institutes for professional development of education workers, on the network resources of which there is a real dialogue with teachers of the region, the most interesting developments of current trainings and master classes are openly posted, network events are held with the participation of representatives of other regions, which is reflected not only at the level of official documents, but in openly presented results of teachers’ activities. The ratio of static official documents and real practical materials on the website of the educational organization, created by employees of an educational institution and teachers, can be an indicator of the educational institution’s readiness for real network interaction with partners both “horizontally” and “vertically”, since it is an indicator, in particular, of the level of ICT competence of the team, which has moved to the level of practical the use of modern possibilities of the Internet as an environment for co-creation, rather than just information consumption. It is possible to cite a number of other examples of interesting and creatively working educational institutions that actively develop network interaction, but this is beyond the scope of this section (Кравченко, 2018, с. 95).

Speaking of pedagogical institutions of higher education, let us give as an example the website page of our educational institution (<https://sspu.edu.ua/>). In addition to official information, here you can find a reflection of the diverse experience of cooperation of various faculties of higher education with partners in Ukraine and abroad. For the most part, this experience is represented by a list of very interesting areas of activity, but, unfortunately, without the possibility to move from it to a more detailed acquaintance with the results of joint activities. If each line were a reference to the “thing” mentioned in it, the picture of network interaction could be very impressive. And this is also generally, typically.

The analysis of the selected vector of the formation of network interaction gives reason to assume that work with experimental sites can be one of the promising directions for establishing “vertical” relations between educational institutions. The assumption is confirmed when studying the materials of scientific institutions. This line of activity logically combines the activities of beginners and experienced teachers, methodological assistance from research institutes, and scientific generalization and strategic thinking by the staff of the Research Institute. And it also allows management mechanisms to be used if the management of the experimental site joins this process at the level of “acceptance” of network interaction as an important factor of innovative development (Силадій, 2020, 108).

It is very important that the organization of network interaction is based not on rivalry, but on cooperation.

In the course of our research, we identified factors that contribute to the establishment of network interaction of educational institutes, among which we highlight the following: qualitative change in the use of the potential of the Internet from understanding it as a place to locate and search for information for use as a collaborative environment; strengthening integration into the international educational space on the basis of openness and cooperation; increasing requirements for the level of qualifications of teachers under the conditions of the introduction of new educational standards; limited human and temporal resources; development of the concept of continuous pedagogical education; availability of successful experience of network interaction in educational activities; availability of successful experience of network interaction in the field of informal education and cooperation; interest and demand among the young generation of network forms of cooperation and various network activities; competition on the market of educational services is intensifying, which encourages the pooling of resources and cooperation (Силадій, 2020, с. 109).

Without touching on the technical component, the following can be attributed to the conditions that contribute to the establishment of network interaction of educational institutes in our country, including in the Internet space: the adoption by the management of the organization of forms of network interaction of institutions as a strategic direction for achieving modern educational results, the presence of perspective planning for the use of network interaction with an orientation towards the expected results in the context of assessing the level of qualification of the pedagogical worker and/or the rating of the educational institution in general, the presence of

local and joint regulatory documents that take into account the additional volume of work within the framework of network interaction in accordance with the level of achievement of the planned results, the organization of intra-corporate professional development of employees of educational institutions in the context of solving professional tasks in the process of network interaction itself, rather than abstract professional development courses, the development of individual routes for a meaningful transition from informative to contextual solving of practically significant tasks, ensuring the motivation of joint network activities for the cooperation of educational institutions based on mutually enriching productive activities, the presence of a director with experience in network interaction at the subject-subject level, the creation and development of joint educational, scientific resources and network events as the basis of formal and informal options for improving the qualifications of teachers with an emphasis on socialization and self-development, using the existing experience of organizing effective network interaction, shifting the emphasis directly from the mastering of ICT technologies to meaningful and professionally significant professional tasks for the formation of the competencies of a modern teacher (Кравченко, 2018, с. 96).

Online forms of interaction are gaining momentum in the education system, today they are considered in a number of innovations, attributing a significant number of opportunities and advantages. In the modern information society, where information spreads at a great speed, it is impossible to imagine innovative processes without network interaction. Any organization always experiences shortages – resource, personnel, material and technical. Educational organizations are no exception, so we believe that the creation of various forms of network interaction will significantly increase the effectiveness of each organization that is part of the network.

Most of the analyzed works are devoted to network interaction for the implementation of the educational process, while our focus of consideration is primarily the process of education, since it is declared as the most significant task in the priority areas of state policy.

Conclusions. We conducted a theoretical analysis of the potential of network interaction in the development of the educational space, offering several bases for the classification of types of network interaction. First, we consider linear, hierarchical, and mixed types of network interaction, showing the advantages and limitations of each. Since the interaction of educational institutions with business structures is possible for the implementation of cooperation based on mutually beneficial relations, we

highlight another classification of types of network interaction depending on the features of management – state-public management and private-state management of organizations implementing network interaction.

Depending on the leading position of one of the participants in the network interaction, we can talk about the existence of such forms as centralized and decentralized networks. In the first variant, the dominant leadership position of one or two participants in the network is obvious and recognized by the rest of the participants, in the second case, each participant, depending on the tasks to be solved, can assume a leading role, in this case, decisions are made by a majority of votes under conditions of democratic discussion.

Summarizing the results of the theoretical analysis, we present the classification of types and forms of possible network interaction in the education system. In the second case, each participant, depending on the tasks to be solved, can take a leading role, in the case of decisions, they are accepted by a majority of votes under conditions of democratic discussion. Summarizing the results of the theoretical analysis, the next time we will try to classify the types and forms of possible network interaction in the education system.

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АНОТАЦІЯ

Денежніков Сергій, Гура Вікторія, Козлова Олена, Захарова Ірина.

Потенціал мережевої взаємодій в інноваційному розвитку освітніх закладів.

Стаття присвячена проблемі використання потенціалу мережевої взаємодії для інноваційного розвитку навчальних закладів. Авторами обґрунтовано критерії використання елементів мережевої взаємодії для інноваційного розвитку навчального закладу. Дослідники розробили модель використання потенціалу мережевої взаємодії в інноваційному розвитку навчальних закладів шляхом впровадження в неї елементів стратегічного напрямку інноваційної діяльності, розробки, оновлення та реалізації змісту форм і засобів організації освітнього процесу на основі розподіленої діяльності учасників мережі, створення організаційної структури навчального закладу за мережевим принципом, готовність науково-педагогічних працівників до інноваційного розвитку.

У процесі дослідження феномену мережевої взаємодії установ освіти автори дійшли висновку про необхідність певної координації цього процесу у будь-якій моделі мережі закладів освіти. Таким організуючим мережеву взаємодію органом міг би стати будь-який заклад освіти, але бачиться, що найбільш оптимально у ролі могли виступити заклади вищої освіти.

Заклади освіти, на думку авторів, могли б вирішувати завдання, пов'язані в цілому з підтриманням нормального, стабільного режиму функціонування мережевої взаємодії, зокрема: питання фінансово-господарської дисципліни, грамотний розподіл державних коштів, охорона життя та здоров'я дітей, ведення документації, звітність, контроль за виконанням державних стандартів освіти на ключових перехідних етапах освіти. Вони ж у рамках стратегічного планування в галузі підвищення якості та ефективності освіти можуть реалізувати мережеві освітні програми, а в галузі підвищення доступності освіти формувати моделі сучасних закладів освіти, дошкільної, профільної, інклюзивної, додаткової освіти (в очній та дистанційній формах) в освітніх мережах.

Ключові слова: навчальний заклад, мережа, мережева взаємодія, інновація, інноваційний розвиток, інноваційна модель.