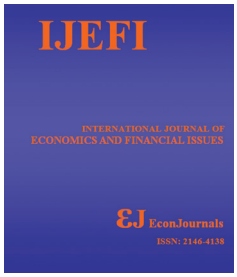

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Special Issue for "Theory and Practice of Organizational and Economic Problems of Territorial Development and the Effectiveness of Social and Economic Systems"

Innovative Education in Russia

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ABSTRACT

The authors see globalization as a catalyzer of innovative development. Modern innovations develop under conditions of open global economy that has features of an open market, high competition and global communication. This results in intensive interaction between countries, companies and communities in all spheres of economic life. Social and economic modernization and structural changes in Russian society under conditions of globalization are related to the transfer from a natural resources economy to a new stage of social development. This stage is considered as one where information and knowledge play the key role and the generation of new knowledge is based on the systematization of existing knowledge. This type of modernization assumes economic growth; it is the basis for innovations and human resources that conform to the needs of the economy. Mineev notes that it is important to correlate the outputs of national education reform with its adaptive significance and global transformations (Mineev, 2009). implementation of this strategy requires a development of the principles that meet this goal. This paper aims to consider these factors.

Keywords: Education, Development, Economy
JEL Classifications: I2, I25, P3

1. INTRODUCTION, MATERIALS AND RESEARCH METHODS

The knowledge economy regards higher education institutions as the fundamental ones. This approach defines institutions not only as centers of education and science but also as the basic elements of the national innovative system. The institutions are concerned with fundamental and applied research, commercialization and competitive educational environment. This view requires the development of new approaches for fostering educational research and innovative potential. Potashnik and other Russian scientists pose it that the management of the innovative process should be organized on the basis of 2 principles:

- Dealing with all the members of educational process (state, civil society, family, individual, network structure and business organizations).
- Information and political support for the innovative activity of the members of the educational process (Potashnik et al., 2008).

Over the past few decades, the significant modernization of higher education and development of innovations have been observed. The aspects that prevent these measures are to be considered:

- The structure and quality of staff training do not fully correspond to the labor market. About 80% of higher education programmes are not based on fundamental and applied research and innovations, i.e., on new knowledge (Gohberg et al., 2009). Employers seek responsibility, professional competence and expertise when recruiting prospective employees and not the knowledge from university. As practical experience shows, 60% of employers prefer to train and retrain their staff at their own training centers (there are more than 200 corporate universities in Russia today).
- The system of lifelong professional learning is not developed systematically; this holds back the technological development of the economy and the efficient management of modernization.

These contradictions necessitate innovations in the sphere of education. The Council of Implementation of Prior National Projects and Demographic Policy under the President of Russia sees innovative education as "Not going back to the past, but creating the future." Innovative education is aimed not only

at knowledge transfer, but also at building competences of individuals for self-development. Innovative education should be oriented towards and associated with practical training. According to Karpova "innovations are becoming the general indicator of societal development. The innovative potential and health of society is measured by the ability of society to provide social space for human creativity, its appreciation of the products of such creativity and assimilation of the results" (Karpov, 2004).

Research on innovative processes in education is concerned with the theoretical and methodological principles of innovations (criteria of innovations, specific features of innovations, attitude towards innovations etc.). Potashnik et al., have contributed to this field.

These scientific works note that "the dynamic model of socio-economic development assumes an adaptive system of education, which responds to the needs of labor market, stimulates economic growth, trains specialists to work efficiently in a competitive economic environment," enhances high-technological production and introduces new technologies (Karpukhina, 2006).

The development of networking systems in education plays the key role in the development of innovations as these networking systems function as providers of information, knowledge, competences and expertise; the networking systems are an essential part of the institutional environment of innovative development. "Due to the shortage of information, knowledge, expertise and time, 'networking' enhances effectiveness by means of exchange among the participants" (Mikhneva, 2003).

The experience of foundation and development of universities in Russia shows that many of universities have good prospects for development. The authors observe two tendencies in the modern development of national universities. They highlight the transformation of federal universities into mega universities, which become autonomous educational mega systems in the Russian educational space. The other tendency implies the universities mentioned by the Rector of Moscow State University Professor Sadovnichy. He speaks that these universities are not big, not many students are trained there, there are not many academics and professors, but at the same time these universities are very proficient and advanced in specific areas of science and studies and therefore these universities are in great demand (Sadovnichy, 2015). Innovative education can be implemented in both types of universities, but university management and directions of innovations differ from each other. The innovations at mega universities are aimed at interaction with science and fundamentalism (education and research) whereas the other type of universities (profile universities) assume business cooperation, industrial cooperation and applied sciences and therefore innovations there are regarded in another way. We can make a conclusion, that characteristics of innovative education requires observation that is more relevant than in the scientific literature.

2. RESULTS OF DISCUSSION

The question about typological features of innovative development in Russia and abroad is determined by creativity and intellectual capacity, new approaches to solving of the problems, lifelong learning and high level of expertise, professionalism and social responsibility (Korotkov, 2010). If we explore educational innovations not as an internal factor of education development but rather as a necessary condition for interaction between educational subjects. This is a condition an external condition in relation to the subjects of education, that evaluates adaptive ability (system survival and flexibility); high response to the environmental changes (market of different types and size); stimulation of economic growth by means of integration with science and production; reproduction of the efficient subjects as the state, civil society, family, individual, business organizations, networking systems etc.).

This perspective concerns new forms of external and internal management of universities. Russian universities realize that their competitiveness is compromised by problems of application rather than economic and intellectual incompetence. This thesis is proved by research carried out at the end of XX - beginning of XXI century on the western philosophy of education (Salmi, 2009). Salmi, author of the book "The Challenge of Establishing the World Class Universities" analyzes higher education and highlights three key factors in successful innovative development in higher education institutions:" (a) A high concentration of talented teachers and students; (b) an abundance of resources for favorable conditions for training and early research; (c) a structure of university management which corresponds to strategic development, innovations and flexibility allowing the university to make decisions and manage resources without bureaucratic hurdles." Building on Salmi's thesis, Clark highlights "a set of new practical ideas:" "Diversified financial base, extended area of development, enhanced academic pillars and integrated entrepreneurial culture" (Clark, 2011).

We make the case that these regularities can be applied under reformation of Russian higher education with regards to federal and research universities.

The main principles of modern Russian education, which include ultrastability and hierarchy are broken in Russia and move to the hierarchy core. Senge notes, that the ideals and conceptual images that make the substantial values of education as a social institute have been changed in the modern Russia (Senge, 2009). Liubomiv, the Deputy of Scientific Supervisor at Higher Economic School, sees it as "educational space in Russia is destroyed, ethically broken and more often not professional (especially in concern of the managers of educational authorities). The chief executives of educational institutions mainly pose the values of business, profit and benefits" (The report of the Public Chamber, 2008).

Influenced by globalization and computerization, the education becomes an open system with the features of positive and negative impacts because the self-organization of national educational spaces (including Russian educational space) should become the main sources of transformations and innovations. This thesis is explored in the works of Altbach, Miller and other scientists. The diversification of educational forms in Russia, which is being developed now, stimulates the self-organization of educational

space subjects. But the educational management is keeping its traditions and holism. This fosters the first statement about contradiction between the goals and meaning of the system of educational management and the meaning of education itself. This contradiction leads to the bureaucratization of education and restrictions in the innovative activity of family, civil society, networking systems, business organizations and individuals. This happens as the real innovative activity makes changes in the activity of educational space of educational institutions that leads to the expansion of interaction between the subjects of educational space and causes the problem of the educational space structure. In other words, the educational space requires the organization from the government regarded as the main "architect" of educational space. The lack of initiative in this process in line with its implementation in the directive way causes the other contradiction, which is seen as a contradiction between the speed and content of educational reformation coming from "above" and the values and traditions of pedagogical community. This contradiction can be solved by the time... or revolution in education. This revolution can result in the diversification of organizational forms of educational institutions, the integration of education and business with the commercialization of education, substitution of the complete behavioristic concepts and their complementation with feed-forward control by means of initiative converging. These contradictions are differently solved by the educational institutions of different types.

The situation with regional universities is slightly different. Currently development in innovations represents the only chance for regional universities to improve the situation. This is the only common feature shared by regional higher education institutions and research institutions in terms of strategic development. This organizational model of the basic regional universities fails to take into account "the future" and "outlooks" of regional universities. Mr. Golubev, the manager of foundation "New Eurasia" suggests the model of the social-entrepreneurial university as an efficient model for the development of regional universities. He writes, "in fact, the universities have two goals; they must achieve their mission efficiently and they have to search for the means of achieving the mission. Practical experience shows that most regional universities successfully achieve their target (although this is often disputed), but they are not equipped to achieve the second goal as they lack experience in attracting financial support from the business sector through joint projects, from international benevolent market (low level of project culture and lack of skills for preparing grant applications), from local community and alumni" (Golubev, 2010). The development of social entrepreneurship in education is an essential part of education in the West and some eastern countries. Drayton has explored western and eastern practices and highlights 4 basic principles of the socio-economic model:

- Transparent and clear mission in respect to educational and research function.
- Strong relations with community (friendly interface and clear social infrastructure).
- Entrepreneurial (business) and project thinking.
- Project management which complements a linear-functional organizational structure.

Several years ago, the Programme "Management in higher education" conducted the research aimed at the strategic model of the future of Russian universities in 20 years run. The data confirmed that Russian education moves according to the direction of world education. The leading universities successfully apply the principles of Drayton, which is proved by the statistics. 62% of the surveyed suppose "modern Russian university performs all the functions from research to industrial ones." Those surveyed see the challenges as "competition among the universities (62%), new educational technologies (46%), full commercialization of education (26%), the need in interdisciplinary approach in education. 55% of the surveyed are afraid of competition from the state corporations and corporate universities; 26% of the surveyed see the further training as main competitors" (Garmonova et al., 2015).

The second half of XX century is concerned with the time of humanistic pedagogics, which assumes reviewing the personality as an open and creative being characterized by freedom, creativity and partnership. So, the human culture becomes the necessary condition for the transformation of education in XXI century (Panarin et al., 2016). The main task of the state as a subject of educational space is the foundation of flexible and variation educational system. This system offers a wide range of educational services to people. Other subjects of educational space as civil communities, networking structures, business communities and local bodies are enabled to found all the necessary structures. The epoch of monopoly in education have been finished, the previous educational space have been destroyed and now we observe the meaningless and purposeless variety.

3. CONCLUSIONS

What is appropriate for Russian universities? These principles create a picture of innovations. The authors outline the genesis and usage of innovations enhances ambiguity and risks of regional universities. Innovations in the regional universities assume the application of existing knowledge but in a new way; the development of new variants of "an old product" and a creative approach to existing technologies. This principle can be applied to solving the problem of attracting funds in order to achieve goals and in project management. Ambiguity as a factor of education management fosters the competition for enrollees. The entrepreneur thinking becomes a substitute of humanistic thinking. The lack of resources and demographical situation depict the institutional basis of higher education in Russia. The authors see the priorities in educational development as the formation of effective educational strategies that combine national and international trends in education.

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