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HIGHER EDUCATION AT THE NATIONAL INNOVATION SYSTEM: WORLD EXPERIENCE AND OPPORTUNITIES FOR UKRAINE

АНОТАЦІЯ. Визначено місце закладів вищої освіти в інноваційній системі країн, проаналізовано світовий досвід стимулювання інноваційної діяльності та більш широкого залучення освітніх закладів до інноваційної діяльності.

КЛЮЧОВІ СЛОВА: інноваційна система, вища освіта, інноваційна діяльність.

ANNOTATION. The place of higher education institutions in the innovation system of the countries analyzed global experience fostering innovation and greater involvement of educational institutions to innovate.

KEYWORDS: innovation system, higher education, innovation.

АННОТАЦИЯ. Определено место заведений высшего образования в инновационной системе стран, проанализирован мировой опыт стимулирования инновационной деятельности и более широкого привлечения образовательных учреждений к инновационной деятельности.

КЛЮЧЕВЫЕ СЛОВА: инновационная система, высшее образование, инновационная деятельность.

Researched problem. Proposal development of the national economy in an innovative model of development could not find opponents in Ukrainian society. Conversely, the perception paradigm innovative development increases the number of its supporters, and this fact is perceived not as conjunctural, situational initiative power, and the offer of the national idea and the social contract. The world experience, it should be noted that in scientific thought highly developed countries do not focus on the price mechanism of competition, and innovation processes associated

with the improvement of all industrial and economic potential of the company. Domestic scientists are also trying to justify national innovation priorities to find effective mechanisms to attract and effective innovation. And therefore definition of components and their relationships in building innovation systems is the task of this study.

Relevance of the study. Today highly developed nations of the world clearly demonstrate how important is the system of higher education to implement structural reforms, innovation, bearing human freedom and self-improvement, wealth, growing needs, social security and so on. All this makes the task of developing relevant methodological principles for formulating and implementing effective innovation policy as a means of directing the progress of Ukraine is the vector for innovation.

Analysis of the recent researches and publications. Coverage of the certain aspects of the role of education in shaping the national innovation system we should pay attention to famous Ukrainian scientists and experts. At the present stage of research innovation issues rather intensively conducted in Ukraine, which is reflected in the writings O.Amoshi, H.Androschuka, Yu.Bazhala, A.Halchynskoho, M.Hamana, V.Heytsya, B.Hrynova, M.Danka, O. quotes I.Makarenka, B.Malytskoho, O.Popovycha, V.Semynozhenko, V.Solovyova, A.Chuhna, A.Yakovlyeva and others. Particularly noteworthy are the results of the analysis of the integration of science and higher education, the current situation regarding the implementation of the state policy aimed at strengthening the modern structure of the national innovation system of Ukraine Leonid Fedulov; study the role of higher education in the economic growth of Ukraine L. Kuzmenko, disclosure issues and trends in training for economy based on knowledge T. Bessalovoyi and many others.

Presentation of the main material. All national innovation systems in detail are very different from each other, but there are general characteristics that are important for normal any point of functioning of such systems:

1. The creative block, or block the generation of knowledge (universities, research institutions, individual professionals who work as individuals, the complex social network informally interacting colleagues from various institutes and universities).

2. Block transfer of technology. The new idea, which is the result of creative thinking is usually not immediately put into production. World of scientific ideas and the world of technical applications and technologies are separated by a huge chasm, you can get over, but having very specific set of knowledge and competence. Serious difficulties in the interaction between the author of the scientific or technical ideas and the entrepreneurs to buy, it is the asymmetry of knowledge. It is needed to go to the intermediary between the author and the consumer. The natural form of mediation between the author and the buyer are non-profit foundations, working around the same principle as foundations that provide grant-on research. In fact, the non-profit funds of this type form a network environment with a very broad network connections, which can provide contacts website in the most unexpected areas where its creative ideas may be required.

3. Financing of production. The idea must pass a number of transformations in order to become a commercial product, it must go through a phase of engineering development, production layout, manufacturing experienced production sample.

4. Innovative production.

5. Reproduction rate. Of particular importance in addition to universities, focused on training in fundamental and applied knowledge, and specialized agencies to provide the scientific elite, like the Institute for Advanced Study, is the creation of national engineering schools, and should pay attention to the fact that the activities in the engineering, usually has a strong national characteristics.

Regarding the organization of national innovation systems, scientists are three basic models of innovation. The first model is called the «traditional» model, which is represented by the states of the Euro-Atlantic region. This model is full innovation cycle — from the formation of innovative ideas to mass production of the finished product. This model includes all the components of innovation systems: fundamental and applied science, research and development (R & D), manufacture of prototypes and mass production, as well as different types of structure expertise, funding and playback. The best example of the traditional model of a national innovation system is in the United States.

The basis of the U.S. national innovation system is approximately 150 first-class universities, many of which ranks first in the world rankings. It is in the United States focused the bulk of research in basic science, much of applied research. U.S. universities are extremely rich social institutions that have huge land holdings (which, actually, is the basis of their prosperous existence by rent), very significant financial funds, constantly filled by wealthy alumni not lose ties with native university. In universities in the United States engaged in fundamental research activities Institutes of Higher Studies. Thus, characterizing the overall national innovation system, the U.S. should emphasize the crucial role of universities.

The British innovation system, is centered around a small number of first-class universities (Oxford, Cambridge, University of London) and, in fact, copies U.S. innovation system. Innovative systems of small highly developed European countries have exceptionally high level of basic science, funded mostly by the state. Countries such as Sweden, the Netherlands, Denmark, Switzerland, Finland has world famous universities, the carefully selected areas of research that these universities are really able to raise the global level. design of national innovation systems — a powerful fundamental university science to a limited number of areas — supported by the state, business support applied research and development and regional concentration of efforts in the field of science and technology — used of Denmark, Finland, Switzerland. It is important to note that these countries lead in global rankings of competitiveness of national economies.

Asian innovation development model differs significantly from the «traditional» model and is represented by the states of East Asia: Japan, South Korea, Hong Kong, China. In East Asian innovation cycle is usually missing component of fundamental and applied science, even partially. These innovative models are usually focused on exporting high-tech products, while borrowing the same technology of the «traditional model». The most striking example of this model of innovative development is Japan. Study the role of universities in Japan the much less important than the role of research laboratories major Japanese corporations due to the fact that the overall national innovation system in Japan is too much focused on fundamental knowledge. In the spotlight are technical innovations and new technologies.

Alternative models of innovation have been used in countries that do not have significant potential in fundamental and applied science, countries where agriculture still plays a significant role in the economy, which is distinguished by large stocks of raw materials, processing or sale of which could be of national competitiveness. As a result, in the innovation cycle of the missing data block basic and applied science, and virtually no high-cycle. Typically, the innovation policy of countries focused on borrowing and distribution, rather than on creating new technologies for the development of education in economics, management, sociology and psychology of work in training for financial and banking sectors, in fragments of light industry, creative industry and recreation. As examples of such a model of innovative development can be noted national innovation systems in Thailand, Turkey, Portugal, Chile and Jordan.

The establishment and functioning of the national innovation system is not possible without understanding the role of higher education in this process and confronts her new requirements, in particular:

- the need to provide a new level of knowledge of innovators (businessmen, managers, employees), developers knowledged goods and services (scientists, inventors, engineers) and customers;
- prepare highly qualified personnel;
- cover the population system of continuous education;
- to raise the level of professional education;
- build and develop the infrastructure of educational institutions and others.

Higher education is the crucial innovation jolt as the global economy, which seeks to enter Ukraine, requires a new level of education and continuous updating of knowledge and skills throughout life.

In Ukraine the main factors that inhibit the formation and development of effective national innovation system include:

- failure of the law on the financing of higher education, research and development sectors of science, innovation;
- extremely low amounts of public and private orders for training for high-tech industries and sectors of the national economy;
- lack of innovation infrastructure; too slow transition of the economy to a higher degree of economic structure (sixth, seventh);
- predominance raw sectors of technology;
- inadequate incentives from the state science and technology and innovation, and many others.

The main conclusions. In our opinion, Ukraine should create an individual model innovation. This is due to the historically high level of basic science, high industrial and agricultural potential, which together can create a complete model of the innovation cycle. The biggest problem on this path of development raises is funding basic and applied science and effective technology transfer.

A special strategic reserve of Ukraine is still a high level of education of society, but we gradually lose these benefits. The development strategy of the national education system has formed adequately advanced integration and globalization processes, requirements postindustrialnoyi transition to civilization, the movement and

ensure sustainable development of Ukraine in the next half century, the integration of the national education system in the European and world educational space.

Prospects for the use of research results. For innovation system of Ukraine topical issue is the role of the state in creating favourable conditions for all participants in the innovation process. Overall for the innovative development of society characterized not direct and indirect influence of the state on the activity of economic entities is to promote a competitive environment through scientific knowledge, technology and information, providing priority support for science and education, and opportunities for growth in demand for innovative products, protecting intellectual property and so on.

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