

Sociocultural Determinants of Innovation Potential of Higher School

Andrey Ivanovich Shutenko and Petr Ivanovich Ospishchev

Belgorod State Technological University named after V.G. Shukhov, 308012,
Kostyukov Street, 46, Belgorod, Russia

Submitted: Sep 27, 2013; **Accepted:** Nov 1, 2013; **Published:** Nov 8, 2013

Abstract: In article socio-cultural aspects of innovative development of the higher school are considered. The main measurements of this development which answer a certain cultural dominant are shown. Personal measurement as key in development of innovative capacity of the higher school reveals. The situation of crisis of the higher school at the present stage and an exit way from this situation is analyzed.

Key words: Higher school • Innovation potential • Scientific works • Innovation developments • Cultural dominant of education • Educational measures • Crisis of higher education

INTRODUCTION

Problems of the higher school excite today many and are in epicenter of public consciousness. The future of the country and worthy life of citizens in many respects depends on what will be the higher education. It is known that from the very beginning of the origin the higher school acted as the innovative project sent to the future. In universities and academies there were progressive ideas and the standards which have provided dynamic growth of the developed countries. Meanwhile, on border of two last centuries the innovative role of universities considerably decreased [1]. As marks out I.M. Ilyinsky, the higher school ceased to be the highest [2]. The unprecedented mass character of the higher education, loss of universality of preparation led to that today the higher school turns into one of service structures in the market of educational offers [3, 4].

According to scientists and thinkers, crisis of the higher education is reflection of accruing system crisis of a modern civilization with its consumer and wasteful, utilitarian relation to culture and education as a whole. In our opinion, the main threats to the higher school proceed from attempts to impose it the one-dimensional standards, the simplified approaches to an assessment of the identity and a role in the modern world overflowed with ambiguity and uncertainty [5].

In this unpredictable world from the higher school expect realization of its predictive function and innovative potential. In literature there are various definitions of the category "innovative potential". One of the definitions, the broadest sense of this concept containing in our opinion, is treatment of innovative potential as abilities of system to realization of opportunities of development on the basis of innovations. Thus effective use of innovative potential does possible transition from the latent opportunity to obvious reality, that is of one condition in another (namely, from traditional to new). Therefore, innovative potential is some kind of characteristic of ability of system to change, improvement, progress, ability to generate and realize possibilities of development [6].

Considering the higher school as socio-cultural institute, we believe that its innovative potential consists in ability to offer society the perspective civilization project answering to a problem of viable development of society and culture as a whole. And in this sense the innovative potential of the higher education is a peculiar genome of self-reproduction of culture.

Main Part

Sociocultural Measures of Higher School: Creation of innovative process at the higher school demands understanding it as multidimensional and multilayered

cultural phenomenon. This process can't be described and defined within one-dimensional schemes, paradigms and concepts, even if most advanced. Experience of history and scientific researches shows that the higher school as innovative structure developed in a combination of various socio-cultural measurements which in the set provided the expanded range of opportunities of innovative activity (that distinguished always the higher school from average and average special school).

We understand the category "education measurement" as the set system of coordinates defining priorities, values, mechanisms and the corresponding standards of creation of the educational sphere. This system is shown and finds an embodiment in educational policy, in understanding of mission, the purposes and the maintenance of the higher education, in a choice of criteria of quality of education and also in forms, methods and technologies of training, in management of the higher school and educational process.

Depending on predominating in the society of idea and a cultural dominant generated by it all variety of forms and models of the higher school can be referred to several main measurements: social-centered, value-centered, anthropocentric, profession-centered, scientific-centered, ideological, economic.

In social-centered measurement the higher school, first of all, is intended for training of citizens capable to put into practice interests of society. As cultural dominant the idea of a public debt acts. The higher education has to form experience of service and been as the social elevator for active members of society. Innovative capacity of the higher school consists in ability to generate progressive models of the social device.

Value-centered measurement gives to the higher school and education the universal sense consisting in movement to the supreme values of a spiritual order. This measurement provides unity of belief, truth and knowledge. In a bosom of this measurement was appeared the medieval university which innovative potential was thought in advance of encyclopedic knowledge about life and the world as a whole.

Anthropocentric measurement turns the higher school to the values of humanity answering to predominating idea of the person as a wreath of the nature. Innovative potential of this measurement is expressed in the progressive didactics directed on perfection of cognitive- reformative activity, opening a way to Enlightenment.

Profession-centered measurement reflects a dominant of the specialization of economy and society with predominating idea of good. From here the given measurement determines the value of preparation by its usefulness. The higher school has to form experience of effective functioning in installed system of division of labor and its innovative potential is expressed in preparation of the advanced professionals and productive technologies.

In scientific-centered measurement the higher school can't exist without generation of new knowledge and preparation of new researchers. It is the thus extremely important that the higher school carried out a full cycle of scientific researches-from basic researches to applied embodiments. It has to form experience of objective research, scientific search, experience of experiment. In training it is important to teach students to subject thought to the analysis and scientific check. Innovative potential of this measurement consists in ability to carry out discoveries and development of high technologies.

Ideological measurement subordinates the higher school to political goals and tasks. This measurement is built in compliance with a cultural dominant of the power as main idea of existence. The higher school serves for strengthening of the power and has to form first of all experience and fidelity to a certain system. Its innovative potential consists in preparation of constructive ideologies and their conductors.

In economic measurement the higher school is considered as the commercial enterprise. According to dominant of monetarism in culture and economy the main task of the higher school-to make profit and in a money equivalent. Economic laws and mechanisms are transferred to a coverage of educational process. The last is treated as space of the market of educational services and scientific works and the innovative capacity of the higher school is understood as experience of favorable consumption and using.

As a whole, the resultant moment of action of various measurements is a certain type and an image of the personality. Therefore for understanding of with what measurement of education we deal, it is necessary to pay first of all attention to how it affects the personality. The higher school can prepare the person for serving society to benefit to create and create and can learn to submit and endow, use and adapt. And it will be initially various types and education models which are reflected in a number of researches [7].

Personal Measurement as Innovation Resource of Higher School: The rich centuries-old history of the higher school testifies that maintenance of its steady innovative potential is provided at the expense of a simultaneous combination and an interlacing in its design of various measurements [8].

The main secret of viability of the higher school consists in a variety of combinations and convergences described above measurements as institute of productive socialization of the personality, in our opinion. It is necessary to understand only at the expense of what communication of all these measurements is provided?

As the answer to the matter one more measurement which we consider key in development of innovative capacity of the higher school. There is a personal measurement of education acts as meta-measurement, as a nuclear axis of creation of institute of the higher education. Binding thread passes this measurement through all socio-cultural layers of education. Personal measurement is generated by the, only it an inherent dominant. It is a question of a culture dominant in pure form. Cultures as universal unity of outlook and behavior, life and consciousness.

Personal measurement is the not unified construct of creation of the higher school with rigid structure and hierarchy and a wide field and space of opportunities of determination of the high school identity, believing plurality of various models and approaches of creation of the educational and scientific practice, aimed at the full development of the student as active participant of professional, civil, cultural, leisure, information and so forth types of activity.

As soon as education comes off the personality, there is a disintegration of its main measurements. At the same time, attempt to build an educational design of the higher school passing personal measurement, at the expense of building any one of measurements leads to deformation and degradation of institute of the higher school as closes the plan of opportunities and conditions of self-realization of youths.

CONCLUSION

The concept of educational measurements allows to approach to understanding of that difficult situation in which there was the higher school in our country rather precisely. This crisis in essence a situation is caused by socio-cultural revolution in the educational sphere, made in the Post-Soviet period.

Then in a short space of time there was a replacement of opposite poles of high school (from ideological to economic) at simultaneous decrease and even cutting off of other important orientations (social-centered, scientific-centered etc.).

The institutional vacuum caused by such sharp difference of tension of a socio-cultural dominant led to emission of the destructive energy which had destructive consequences in the sphere of the higher education, having rejected the country on the periphery of a civilization scale of development in this sphere. As a result today we deal with monopoly of economic measurement in education which installs especially commercial mechanisms and laws of functioning of the higher education. Moving under these laws, the higher school steadily turns into a certain educational supermarket in the market of educational services and innovative development.

Especially obviously this tendency was shown at a turn of the last century when economic measurement actually forced out other campaigns to creation of education, both in our country and in the leading western countries [1, 9].

In economic measurement the basis of educational activity which consists in formation of experience of self-changes [10] is deformed. But in economic measurement the trainee is exempted from need to change as the logic of development is substituted for logic of consumption, the logic of intellectual effort is substituted for logic of satisfaction, the logic of educational activity is substituted for logic of service. As the result collapses the main principle of education-the principle of the leading role of training in development [11]. Thus, there is an alienation of the trainee from educational activity.

The paradox of the higher education is today that owing to its commercialization and a massovization now not graduates of schools fight for higher education institutions and on the contrary, besides, that higher education institutions by means of Unified State Examination are actually deprived of possibility of selection. Such institutional dislocation is a logical consequence imposed to the higher school unnatural to its purpose of rules of the game in the primitive supplier of "educational services" and "scientific works", independently surviving in mythical market "educational offers" and "innovative development". The one-sided format of services devaluates the value of the higher school to level of a temporary haven of the young people unclaimed fully by culture and society. In this haven of

people doesn't develop as the personality as services can't form and can satisfy only those who consumes them without critical judgment and intellectual tension.

Psychologically all dramatic nature of such pseudo-educational situation consists that the age logic in student's years of life demands intense cerebration, but training in a format of service ceases to be difficult, ceases to load. As a result during training in higher education institution at young people the irreversible gap in development, subsequently the almost irreplaceable is formed. The person loses chance of full development not only in professional, but also in the intellectual, personal plan [2].

Regarding scientific works during the present period the crisis phenomena at the higher school and at us, also are abroad shown in primary development of applied researches to the detriment of the fundamental. Non-state structures actually don't finance basic researches, thereby higher education institutions are compelled to be guided by the works yielding fast result-applied researches and development. It, in turn, is wrapped in a chronic delay in generation of new knowledge by high school science and, finally, loss of a role of an innovative factor of development of society by it.

Summary: Crisis of the higher school at the present stage is a logical consequence of monopoly of economic measurement of the high school practice breaking universality of a cultural design of the higher school (aimed historically on eternal values) to please to the current requirements of the market. Being guided by the market values, the higher school ceases to open heights of scientific knowledge, to call to perfection, to promote internal moral development. Education and knowledge, having turned into goods, lose the sacral, timeless essence, becoming consumer goods in the structures which are called today as universities, academies and so forth. As a result we have crisis of the higher school which captured not only our country, but also the Western world as a whole where its signs were shown slightly earlier owing to the natural statement of a dominant of economic measurement in traditions of the western capitalism [9].

The exit from this situation seems in civilizational reconstruction of the higher school on the basis of expansion of its poly-cultural status and development of its main socio-cultural measurements which are going back to the personal beginning of educational and scientific processes.

REFERENCES

1. Barnett, R., 2001. Judgment of university / Professorial lecture. Education institute, London university//Education in modern culture. Minsk, pp: 97-114.
2. Ilyinsky, I.M., 2002. Educational revolution. M: Publishing house Moscow social academy, pp: 592.
3. Bauman, Z., 2002. The individualized society. / Translation from English under editorship of V.L. Inozemtsev. M: Logos, pp: 390.
4. Mission, strategic priorities, 2012. purposes and problems of development of education system: monograph / E.A. Afanasyev, A.R. Vyshkina, V.V. Glebov, etc. Krasnoyarsk: Scientific and innovative center, pp: 184.
5. Bell, D. and V.L. Inozemtsev, 2007. Epoch of dissociation: Reflections about the world of XXI. M: Researches center of post-industrial society, pp: 304.
6. Economic potential of management and production systems, 2006. The monograph / Under general editorship of O.F. Balatsky. "The university book", pp: 973.
7. Karrye, G., 1996. Cultural models of university//Alma mater (Messenger of the higher school), 3: 15-24.
8. Ladyzhets, N.S., 1995. Philosophy and practice of university education. Izhevsk, pp: 256.
9. Roger, L. Geiger, 2004. Knowledge and Money: Research Universities and the Paradox of the Marketplace. Stanford University Press, pp: 336.
10. Davidov, V.V., 2000. Types of generalization in training: Logic- psychology problems of subjects creation. M: Pedagogical society of Russia, pp: 480.
11. Vygotsky, L.S., 1982. Questions of the theory and psychology history// M: Pedagogics, 1: 488.