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ИНТЕНЦИИ ТВОРЧЕСТВА В ОБЩЕСТВЕ ЗНАНИЙ

Рассмотрено особенности проявления творческих актов личности в современных условиях. Общество знаний (или общество постмодерна) выдвигает такие требования к личности, что в целом обуславливают ее перманентное творчество. Нынешний дискурс должен придавать значение обязательности не только творческих проявлений как таковых во всех сферах жизнедеятельности, но и новым атрибутивным, имманентно присутствующим в творческой деятельности характеристикам. В творчестве должны учитываться закономерности и быстротечность изменений, преобладание интеллектуальных видов труда современного периода развития общества и др.

Ключевые слова: инновационность; креативная личность; общество знаний; творческая деятельность.

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**IMMANENT CHARACTERISTICS OF CREATIVITY
IN A KNOWLEDGE SOCIETY**

The article deals with peculiarities of creative acts of the individual in modern terms. The knowledge society (or post-modern society) imposes the following requirements for the individual that contribute to its daily work. Now you want to talk about binding not only creative expressions in all spheres of life, but also new attribute, that there is its internal characteristics of creativity immanent characteristics. They should consider the regularity and the transience of changes, the prevalence of intellectual work of the modern period of social development and so on.

The creative work of the modern personality should be marked not only by the novelty, but also by a number of features for satisfying the modern society' circumstances. First, it is inherently present innovation. The creative act should be organically integrated into the overall flow of the progress. Creativity in any field should include high intellectual product that is distributed both on the cognitive, so non-cognitive level. These features are the key to such characteristic as flexibility that is now perhaps the most desirable feature of innovation.

All these intentions must be present in the man's work and creation. Creativity is observed not as a separate act of life – it should be everyday attitude to life situations, motivated by the readiness to solve the problems, an integrated person's ability to identify and implement his/her own capabilities. The challenges of the society and respond to them are not only a necessity that one should satisfy with the help of creative efforts. It is also a way of updating of the creative potential of the individual, and therefore – one's own personal growth.

Keywords: innovations; creative personality; knowledge society; creative activity.

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Стаття надійшла до редакції 04.02.2014

УДК: 378.4:330.1

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**ENTREPRENEURIAL HIGHER EDUCATION INSTITUTIONS:
UKRAINIAN AND WORLD EXPERIENCE**

The article is devoted to the new mission and tasks of the higher education institutions in the knowledge-based society. It is actualized the necessity to arrange the interconnections between the educational institutions, state, society and business at the expense of the coordination of the universities' activity, local and regional needs and potential of the knowledge economy. It is analyzed the notion "entrepreneurial university", it is distinguished its main features.

Keywords: entrepreneurial model; mission of the University, entrepreneurial culture, knowledge-based economy.

Introduction. The classical university, the main tasks of which are traditionally defined through Humboldt's education, research and culture, in the XXI c. feels the imbalance with its surrounding more and more. As Burton, Clark says, it cannot be a success in the maintenance of the balance between social demands and own answers on them (2004, p. 199). The researchers conclude if the universities keep their traditional form they will turn out in the

constant imbalance. Therefore, the new challenges stimulate the higher education institutions to the material changes that transform them in deferent new forms such as:

- centers of knowledge and innovations;
- education and expertise catalysts of the economical development on the local level;
- centers of the concentrated human capital – those talented people who can produce innovations;

- centers of the open exchanges of the knowledge, educators and experience etc.

The President of the Ukrainian Academy of Sciences Paton, Boris thinks that the interaction of the universities, scientific organizations and high technological enterprises should be oriented today to the forming and development of the innovational economic cluster for given region or field” (2011, p3). This idea is developed by different international associations, including European Union, that encourages cooperation in the triad “science – business – state” as the main resource of the renovation of the region and as the method of the overcoming the barriers on the way of its development in the state’s measures. Different document proof this thesis. For example in “European Higher Education in the World” (2013), it is emphasized on the necessity of the balanced interaction between universities and business in order to satisfy different local and regional needs. In other European Commission’s paper “Supporting growth and jobs – an agenda for the modernization of Europe’s higher education systems” (2011, p. 8) it is distinguished such key tasks for all countries in the sphere of higher education:

- to stimulate the development of entrepreneurial, creative and innovational skills in all disciplines and in all three cycles;
- to strengthen the knowledge-transfer infrastructure of higher education institution and enhance their capacity to be engaged in start-ups and spin-offs;
- to encourage partnership and cooperation with business as a core activity of higher education institutions;
- to promote systematic involvement of higher education institution in the development of integrated local and regional development plans, and target regional support towards higher education-business cooperation.

One of the most popular scientific theories that substantiate the new role of the universities in the modern society is the theory of the Triple Helix. Its author – Professor Henry Etzkowitz (2008) has said that innovational development is realized through the dynamic of the relationship between university, industry and government both on the national and regional levels. The university in this model is the leader and mediator between state and business enterprises. The scientists note that university should not today narrow its tasks only to teaching and researching, they should begin to transfer the technologies into the industry. Therefore, the new academic task is the capitalization of the knowledge. According to the model of the Triple Helix preeminently the universities become new centers of the generation of the technologies and new forms of the entrepreneurship. One more their task should be to prepare the entrepreneurial leaders that can open their own firms in which the products and technologies will be commercialized and become useful for industry.

Taking into consideration all that was said it is the necessity to study such models of the higher education institutions that in present-day conditions are the most corresponding to the problems that are set by the society to higher education. The term “higher education institutions” encompasses all types of tertiary institutions, including applied science, institutes of technology, business schools, engineering schools, colleges of higher education, professional schools, polytechnics, academies (European Higher Education in the World, 2013, p2). So the *aim of this article* is to distinguish their missions and main tasks in the context of the modern conditions of the knowledge-based economy; to comprehend the specificity of the development of the entrepreneurial values in the national educational space.

The model of the entrepreneurial university. It was found out that two models of the higher education institutions can be observed in the context of the entrepreneurship. The model of the entrepreneurial university is connected with those universities that want to be the active players on the market of the educational services. They transform their structure and gradually acquire the features of the corporations. In the model of the corporate universities, the educational centers are observed as those, that were founded on the basis of the different business-structures. These corporate universities demonstrate that in the knowledge-base society the generation of the new knowledge stops being only academicians’ activity. In both cases, entrepreneurship becomes the main distinctive features for these models. As Stevenson (2013) has said the “entrepreneurship” is the pursuit of opportunity beyond the resources you currently control.

The analysis of the papers has shown that the entrepreneurship in the universities began to form in Europe in the end of XX century because of the reduction of the state financing of the higher education; increase of the numbers of students and diversity of their requires; formation of the interconnections between higher education, local / regional needs and business. Therefore, it can be said that the appearance of the entrepreneurial universities has become the inquiry answer to these tendencies. First of all these universities increased the excess to the higher education giving different educational services and producing “useful knowledge” for all comers; they also began serving the interests of the external institutes and organization at the expense of both academics and students were becoming the entrepreneurs.

Estimating the activity of the entrepreneurial university we can said that it looks like “clever structure” that can react to its surroundings at the expense of the sensors that are monitoring the changes of the external parameters and has adaptive ability to interpret them ensuring the structural reaction. The entrepreneurial university can be identified through such criterion (Burton, Clark, 2004):

- an extended developmental periphery – professional and interdisciplinary project oriented scientific centers that are engaged in the supporting of the external connections on the university periphery;
- a strengthened steering core – as the service of the quick reaction that is producing structural answers;
- a diversified funding base that ensures real autonomy – it is achieved at the expense of the fact that the university stops being dependent on one source of financing (as usual on the state financing). Its new task is to find discretionary funds at the expense of increasing of the money inflow from the second source (scientific activities, grants and patents) and the third source (contracts with the commercial companies, local authorities, charitable funds, profit from the different educational services, tuition fees, denotations from the graduates etc.);
- a stimulated academic heartland. The basic university structural units are the bearers of the organization's values, its entrepreneurial culture. In the entrepreneurial university they should enter into cooperation with the external surroundings and independently look for the sources of the profit;
- an entrepreneurial culture. The ideas and practice cooperate with each other and therefore cultural and symbolic sides of the university activities are especially important in the cultivating of the institutional identity and special reputation.

By way of example of the European entrepreneurial universities can be retraced how to change the classical comprehension of the idea of university and corresponding interpretation of its mission and main functions. So there is the idea of the “participated” university (the University of Twente, Netherland); the idea of the useful knowledge, strategic researches and knowledge transfer (the University of Strathclyde, Scotland and the Chalmers University of Technology, Sweden) etc. The mission of the entrepreneurial university can be distinguished as in the University of Warwick (Great Britain) – to serve the society at the expense of the giving of the educational services.

In Ukraine the confirmation of the entrepreneurial values in higher education only begins. The conservative of the native universities and unreadiness of the educators to make cardinal changes often prevent this process. Nevertheless, the leading Ukrainian universities are trying to act towards constrictive changes. For example, Taras Shevchenko National University of Kyiv has taken part in the “MERCURY” project that was called “Towards the model of the university of the entrepreneurial and research type in higher education system of Ukraine,

Russia and Moldova”. The project was realized in the framework of the EU program TEMPUS-IV (2009-2012). Taras Shevchenko National University of Kyiv and 13 other participants (among them – universities, banks, committees, companies and agencies from Russia, Ukraine, German, Poland, Spain and Moldova) have created the Intellectual Property Management Offices and Offices of the International Research Collaboration (Androschuk, G., Bodyul, T., Butnik-Siverskiy and others, 2011, p34-43). One of their task has become fundraising, in other words, searching of money, human, material and informational resources (by requesting donations from individuals, business, charitable foundations, or governmental agencies) that organization cannot ensure itself and that are necessary for the realization of the certain project or its activity on the whole.

Conclusions. Making conclusion it should be noted that the contribution of the higher education in the personal development of each student and overall job placement can be strengthened with the help of the strong and effective connections between education, research and business that include three sides of the knowledge triangle. Therefore, the future of the universities – is to become the net players in the structure of the economic cluster, the main task of which is to promote competitiveness of the company, field, region and country. The most suitable form for realization of this task is the models of entrepreneurial university.

The analysis of the notion “entrepreneurial university” has shown that it can be understood as: the higher educational institution, that can find additional finance resources for ensuring of its activities; the university, that uses innovational methods in teaching-learning process; the institute of higher education that has got close connections with the industry. The mission of the modern university is to ensure the competitive recovery of the university or company; develop different branches of the industry; contribute to region's and country's modernization. Its main characteristics are: entrepreneurship; ensuring of the getting useful knowledge and competences; close connections between educational institution (which represent the unity of the science and education), business enterprise and region / state authorities which cause the forming of the clusters.

World practice can be very useful for those Ukrainian universities which are trying to change their out-of-date strategy of the activity and become serving the society's needs.

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ПРЕДПРИНИМАТЕЛЬСКИЕ УНИВЕРСИТЕТЫ: УКРАИНСКИЙ И МИРОВОЙ ОПЫТ

Анализируется новая миссия и задания институтов высшего образования в обществе знаний. Актуализируется необходимость формирования взаимосвязей между образовательными институтами, государством, обществом и бизнесом за счет взаимосогласования между деятельностью университетов, локальными и региональными потребностями и потенциалами экономики знаний. Анализируется понятие “предпринимательский университет”, определяются его основные черты.

Ключевые слова: предпринимательская модель; миссия Университета; антрепренерская культура; экономика знаний.

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ПІДПРИЄМНИЦЬКІ УНІВЕРСИТЕТИ: УКРАЇНСЬКИЙ ТА СВІТОВИЙ ДОСВІД

У статті осмислюється нова місія та завдання університетів, які у суспільстві знань постають як центри експертизи та навчання; каталізатори економічного розвитку на локальному рівні; центри зосередження людського капіталу – тих талановитих людей, які здатні продукувати інновації; осередки відкритого обміну знаннями та досвідом.

Актуалізується необхідність налагодження взаємозв'язків між вищими навчальними закладами, державою, суспільством та бізнесом за рахунок взаємоузгодження між діяльністю університетів, потребами локального та регіонального рівнів та можливостями економіки знань. Аналізується поняття “підприємницький університет” як вищий навчальний заклад, який отримує ресурси для своєї діяльності з різних джерел та тісно співпрацює з промисловістю. Охарактеризовано його основні ознаки, а саме: розширена периферія розвитку; посилене університетське ядро; інтегрована підприємницька культура; стимульований академічний оплот; диверсифікована база фінансування (за Б. Кларком). Визначено, що місія підприємницького університету полягає у сприянні розвитку галузі, регіону, країни; основним завданням стає підвищення конкурентоздатності університету; основною його характерною ознакою є підприємливість, яка проявляється у здатності знаходити додаткові ресурси для своєї діяльності. Підприємницький університет відтак є “розумною структурою”, яка здатна реагувати на своє середовище за рахунок сенсорів, що відслідковують зміну зовнішніх параметрів, і має адаптивну здатність інтерпретувати їх, забезпечуючи відповідну структурну реакцію.

Ключові слова: підприємницька модель; місія Університету; антрепренерська культура; економіка знань.

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Стаття надійшла до редакції 16.06.2014