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INNOVATION CLIMATE IN EDUCATION

There are a lot of changes in the process of education due to the new law. But even before the introduction of this reforming document, it was much spoken about vital issues of modern educational process. One of widely discussed terms is "innovational climate". Scientists such as V. Adolph, A.L. Biryukov, M.V. Volyn, N.F. Ilyin, V.D. Nechaev, N.S. Ladyzhets, V. Lazarev, N.I. Lapin, B.P. Martirosyan, H. Becker, E. Brooking, J. Coleman and others researched the question of innovation in education and industry.

Despite the variety of definitions, innovation climate usually treated as a set of internal and external conditions that depends on the ability of universities to innovate successfully.

The realization of the concept of "innovation(al) climate" depends on such concepts as "innovative potential" and "innovation". Most scholars consider innovative climate at the macro level as comprehensive description of the company, indicating its ability and willingness to form innovative potential, order to support innovation economic entity activities. Another author notes that during the innovative climate people should understand the specific state of the environment organization which promotes or prevents achieving innovation goals.

Thus, a basis of the formation of innovation climate enterprises determines factors of innovation climate. One of these factors is innovative culture. According to Vovkanych S. innovative culture is a sensitivity (susceptibility) of socio-economic system (or its components) to creative nature of the information for its storage, processing, generation and use in processes associated with innovation activities.

You need to create really beneficial innovative climate for effective transition to an innovative model of higher education, to use all necessary mechanisms and incentives to increase interest in the production sector and research and implementation of high technologies.

So, to create an innovative climate at the macro level need clear innovation policy of the state that should support higher educational institutions. To those factors belong the stability of economic and political situation in the country, creation of favorable conditions to attract foreign investment, increase of financial support, scientific development, and improvement of the regulatory framework of state regulation and stimulate innovation sphere [3, p.6-9].

Ukraine surviving crisis of social and economic spheres should focus on changing operating conditions of higher education. Increased requirements of state and society for quality education, radically updated learning technologies, rapidly changing organizational and economic conditions of higher education institutions are in full seen in the educational system.

Higher education - to survive as high quality and competitive market - must implement its social mission through the implementation of innovation, which should be directed to the substantial increase of quality of higher education; improving the professional level of the teaching staff; creation of new intellectual or knowledge

based educational technology, textbooks and equipment; development of new sources of funding for universities; improving employment incentives; creation of innovation infrastructure and support its work.

Innovative potential reflects the ability of a higher education institution to implement some new forms and activities, processes and tasks.

The innovative climate depends on innovative potential of universities. There are some groups of indicators to which indicators of quality of education, performance balance university infrastructure, and the results of the performance of institution of higher education (social, economic, environmental, etc.) [1, p. 18].

So State Universities innovative capacity is largely dependent on innovation climate, the characteristics of which are often crucial to implement innovative purposes.

The internal factors that positively and stimulating influence on establishment of innovative climate should include such as:

- An extensive network of branches;
- Presence of potential additional vocational education;
- Wide range of sport and cultural achievements;
- Granting institution of higher education and job search assistance graduates;
- Availability of monographs, textbooks, scientific and methodological developments that are published on the initiative of their own teachers;
- High qualification of the teaching staff; preferably – double diploma;
- Large range of degrees and abilities undergraduate, graduate, doctorate, graduate school, scientific research assistants, dissertation councils for defense of doctoral theses;
- Trends of growth in R & D [1].

Among the internal factors that constrain or restrict the creation of Universities innovative climate are:

- Irrelativeness of selection criteria of educational content;
- Inconsistency of existing pedagogical technologies and control current requirements to the educational process and the quality of training graduates;
- An insufficient degree of development of fundamental and applied research;
- The gap between theoretical learning and practice;
- Weak sensitivity of the faculty to innovations in various areas of improvement of the university;
- The lack of an effective system to attract students to research and scientific work and using the results of research in education;
- Weak popularization of the achievements of universities;
- Lack of funding for the university, lack of development of logistics, information and scientific methods the educational process, modernized;
- Ineffectiveness of the current system of career counseling;
- Inconsistency of the growing of the level of the teaching staff requirements to the quality of students;
- Low salaries of the teaching staff;
- Aging of the teaching staff.

Innovation orientation modernization of higher education has conditioned by a variety of factors of external sociocultural environment. Among them we can see political (the presence of a target for the development and procurement implementation of programs in the field of youth policy); economic (economic crisis); cultural and moral (moral degradation, reducing the total culture and education, youth); growing importance of higher education in the world; the existence of competition in the education market.

Specified factors, taken together, determine the formation innovation climate in a particular university. The innovative climate is formed as mix of the specificity of the university having a creative component and a production component - "finished product" in the form of experimental and prototypes, technologies, programs, datasheets or teaching materials [2, p. 43]; several scientific schools representing various branches of science [2, p. 57]; a network of relationships developed with research and design institutes, industry, and as other universities creates a kind of "specific field"[3]).

Thus, to create and form innovation climate in higher educational institution we need to combine education reformation, scientific research and development and production innovations.

Literature:

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