

Chapter 15

Questions of Formation of Innovative of Students at University

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ABSTRACT

In this chapter, the domestic and foreign approaches to the competences formation of students' innovation activities are examined, the absence of such an important component as scientific and innovative in most standards is revealed. It is shown that one of the fundamental conditions for the formation of innovative competencies among learners is the environment of the educational institution, its orientation towards the maintenance and development of innovative solutions. Various innovative competences for bachelors and masters are described. Recommendations are given on the inclusion in the standards of competencies for the formation of skills in the innovation field.

INTRODUCTION

According to the concept of long-term socio-economic development of the Russian Federation, the innovative development strategy for the country is envisaged until 2020, one of the priorities of that is reconstruction of the entire system of higher education aimed at training professionals that are able to carry out their professional activities, focused on creating competitive results of intellectual activities and innovative Products.

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One of the main tasks of innovative development is the creation of conditions for the formation of innovative competencies among students. For these purposes, it is necessary to carry out adaptation of various areas of social and economic policy (primarily education policy), and the public environment in general, to create conditions for freedom of creativity and expression, encouraging and rewarding people with research and innovation competencies. According to the Federal Law “About Education in the Russian Federation”, it is envisaged to develop not only a system of knowledge and skills, but also to form a set of key competencies in intellectual, socially -political, communication, information and other spheres, including innovation.

When preparing bachelors and masters, it is important to build such a system of competencies that would allow the graduate to prove himself as a creative person, capable of competent comprehension, to have an ability to plan and design his professional activity and to demonstrate the ability to formulate, express and substantiate his point of view in an unmistakable manner.

This chapter will consider the domestic and foreign approach to the formation of students’ innovative competencies. The examples of innovative competences necessary for inclusion in all higher education standards are given (Mkrttchian et al, 2016).

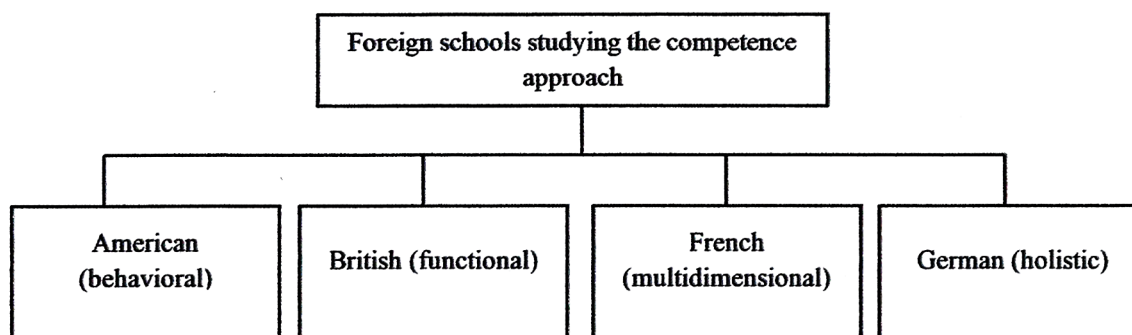
BACKGROUND

In the modern theory and practice of modeling competencies, several basic directions (approaches) should be distinguished: American (behavioral); British (functional), French (multidimensional) and German (holistic) – shown on Figure 1.

The American approach to the consideration of competences is aimed on revealing the behavioral characteristics inherent in an individual person, i.e. this puts success in any activity, including organizational, depending on personal traits. Behavioral approach emphasizes a clear target orientation of education on the formation of individual abilities of the students and the possibilities of their application in practice after graduation. The main representatives of this school were R. White, D. McKeland, Lyle M., Spencer Jr. And Sain M. Spencer, etc. in the works of these researchers, emphasis is placed on interpersonal, informational, systemic and technological competencies (Mkrttchian & Aleshina 2017).

The English school is focused on a functional approach in which competence is the ability of the learner to act in accordance with the standards provided for a particular field of activity. Typically, the UK

Figure 1. Foreign experience of studying competences



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