

УДК 37.09

**УНИВЕРСИТЕТ КАК СОСТАВНАЯ ЧАСТЬ «ЦИФРОВОГО» ОБЩЕСТВА:
РОЛЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В СОВЕРШЕНСТВОВАНИИ
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА**

Агапова Т.В.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье рассматривается современный университет как составная часть цифрового общества, как инновационная структура, которая базируется на концепции непрерывного обучения в течение всей жизни.

Ключевые слова: университет, образование, информатизация, подготовка специалистов, инновации, «цифровое» общество, тройная спираль, государственная политика.

**UNIVERSITY AS AN INTEGRAL PART OF THE «DIGITAL» SOCIETY: THE
ROLE OF INFORMATION TECHNOLOGIES IN IMPROVING THE
EDUCATIONAL PROCESS**

Agapova T.V.

Krasnoyarsk state agrarian University, Krasnoyarsk, Russia

The article considers the modern University as an integral part of the «digital» society, as an innovative structure that is based on the concept of lifelong learning.

Key words: university, education, informatization, training specialists, innovations, «digital» society, triple helix, state policy.

Today, innovative model of training is one of the strategic objectives of the development of higher education in Russia. The main internal factor causing the insufficient development of innovation in the higher education system is the loss of links between higher education and enterprises, consequently, is the lack of information about the needs of the market.

Flexible response of the educational community to the changing needs of the labor market, changing the forms and content of the educational process requires a very close interaction between the employer and universities within one innovative model, which influences the form of organization, content and methods of training specialists greatly.

The development of «digital» society influences all spheres of human life [3]. Education is not an exception. Informatization of education has led to the emergence of various innovations.

«Digital» society has several characteristics: 1) knowledge orientation; 2) digital presentation of objects; 3) virtualization of production (services); 4) innovative development; 5) integration and globalization of processes; 6)

convergence of information technologies; 7) a wide and diverse use of telecommunications, etc.

The University (educational institution) can be considered as a «digital» factory.

The University as a «digital» factory can achieve a new level of the process of training bachelors and masters in various fields through the effective use of the whole complex of disciplinary computer technologies of the world level.

A «digital» society is a knowledge-based society. If we consider the University as a «digital» factory, it will be an innovative structure based on lifelong learning. It combines communities of scientists, researchers, engineers and technicians, research networks, and firms involved in the research and production process of highly technological goods and services. Involvement of different structures in educational process can be in different ways. The most commonly used model is the «triple helix», which allows us to combine efforts to create conditions for lifelong learning. It forms a national innovation and production system that is integrated into international networks for production, dissemination, use and protection of knowledge. The means of communication and information technologies available in such a structure can provide a broad access to a variety of knowledge.

The development of university mechanisms adaptation to integration of influence groups is one of the main conditions of competitiveness in the market of educational services.

One of the largest Spanish scientists Manuel Castells noted that the main distinctive feature of information society is the network logic of using information [2]. In this case, the information acquires special qualities and performs special functions.

Each institution has its traditional missions in the «triple helix» model. The model implies the interaction of all components, and at different stages of development, each of the institutions performs a certain role. Special attention is paid to cooperation between business and science (Science-to-Business). Government is the source of relations that guarantee a stable interaction of institutions – the state, the University and business [1].

State policy of interaction between the University and business should be balanced. It should support innovation processes in economics (not leaving aside low-tech production and services) and in universities (including educational and scientific activities).

The mission of the University is education and research. The University receives funding from both the state and the business community. Business, in its turn, provides additional financial investments in basic research and gains access to new knowledge. Reducing the role of the state, the role of business in financing research increases.

The main ways of business (industry) influence on the University as a scientific institution:

- 1) The participation of sponsors in the research activities of the University without changing the research course (e.g. funding of publication of research results) – direct impact.

2) The participation of sponsors in the research activities of the University with changing the research course (e.g. funding of conducting some research) – an indirect effect.

3) Submission of the University research activities to the purpose of business (e.g. the University has no sources of research funding).

In its turn, the innovative society is considered as a highly organized socio – economic system, in which there is a new quality of human resources – generation of new rational ideas and a high rate of their implementation in the sphere of production (business). These resources can be given by higher education institutions [4].

Knowledge is formed by people. The new FSES of higher education focuses on the fact that students themselves define learning paths depending on the type of professional activity. The teaching process is built in such a way that new knowledge is formed at different lessons.

Modern Universities provide a new information environment (new media), which occurs as a result of the convergence of communication, computer technology and information for students' access to teaching materials, for students' participation in scientific activities in accordance with the chosen direction of training. Remote technologies are actively implemented in the activities of the university teacher – a virtual workplace of the student and the teacher, which allows to expand the geography of students and makes it possible to attract outstanding teachers to the training process.

References

1. Akberdina V.V., Malyshev E.A. Opportunities for interaction between the state, business and education within the «triple helix» model // Regional Economics. 2011. № 4 (28). P. 269-274.

2. Castells M. The Information Age. Economy, Society and Culture. – Moscow: OSIAF, 2000. – 609 pp.

3. Lukov V.A., Pogorsky E.K. «Digital» society and youth: scientific monograph. M.: Moscow humanitarian university, 2014. – 160 pp.

4. Trofimov V.V., Minakov V.F., Kiyayev V.I., Ilyina O.P., Barabanova M.I., Nikitin A.V. Convergence of information technologies. Part 1 / under edition of V.V. Trofimov; Ministry of education and science of the Russian Federation. - St. Petersburg: S.-Petersburg State University of Economics and Finance, Department of Informatics, 2011. – 263 pp.