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DEVELOPMENT OF INNOVATIVE MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS BASED ON THE "GREENFIELD" PROGRAM

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Abstract

In recent years, consistent priority has been given in our country to reforms aimed at fundamentally transforming the activities of higher education institutions, increasing their scientific potential, improving the quality of education, and expanding the coverage of the population with higher education services.

It is necessary to focus on the essence of the economic category of "innovative higher education." Based on the results of our research, the following author's definition of this economic category has been developed: "Innovative higher education is an educational process carried out by higher education institutions possessing modern innovative infrastructure, which, by continuously taking into account internal and external factors influencing the structure of the higher education services market, enables the development of individuals through improving the quality of independent learning of its participants, including students, and the formation of high-quality professional competence."

In recent years, in order to develop innovative management in higher education institutions of our country, we consider it appropriate to direct their

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transformation processes toward the activity of "Greenfield" higher education institutions. In this regard, the structural composition of programs developed for transferring the activities of higher education institutions to innovative management practice should include the directions presented in Table 1.

1-Table. Structural components of the "greenfield" program for the development of innovative management in higher education institutions

No.	Management direction	Description
1..	Individual education — "Individual Self-Education" (ISE)	The independent selection of a higher education trajectory by the student. In this process, the student independently forms the list of subjects taught by the higher education institution in the chosen field of study, the topics of these subjects, and the teaching professors. The higher education institution, in turn, provides the student with a list of professors who are able to deliver relevant knowledge in accordance with the subjects and topics selected by the student, along with their ratings. The rating of professors is formed based on the evaluations given by students.
2.	Project saturation of educational programs — "Project Saturation of Educational Programs" (PSEP)	Students are provided with topics developed by employers within the framework of academic subjects, while professors limit themselves to explaining the relevant directions for solving problems related to these topics.
3.	Practical education — "Learning by Doing" (LD)	The theoretical and practical parts of higher education are organized in a 50/50 ratio. During practical classes, students present projects aimed at solving problems within the framework of independently selected topics related to the subject. The topics selected by students must be formed by employers.
4..	Diploma work in the form of a startup — "Startup as a Diploma" (SD)	Students' graduation qualification papers are selected during two semesters based on topics provided by employers. The independent learning topics selected by students during practical classes directly contribute to filling the structural parts of the diploma work.

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The proposed transformation program entitled "Greenfield Higher Education Institutions," intended for the transition of higher education institutions to innovative management, is based on the integration of supply and demand in the higher education services market. In this context, by their nature, higher education institutions further strengthen their status as service providers for the development of the labor market of the country, including the activities of economic entities operating in various sectors of the national economy.

The first structural component of the developed "Greenfield Higher Education Institutions" program is "Individual Education" — "Individual Self-Education" (ISE). This involves the independent selection of a higher education trajectory by the student. In this process, the student independently forms the list of subjects taught by the higher education institution in the chosen field of study, the topics of these subjects, and the teaching professors. The higher education institution, in turn, presents a list of professors, including their ratings, who are capable of providing the relevant knowledge in accordance with the subjects and topics selected by the student. The rating of professors is determined based on their KPI indicators. It should be emphasized that 40 percent of the KPI indicators of professors at "Greenfield" higher education institutions are formed through evaluations given by students, 35 percent through evaluations by employers, and 25 percent through evaluations by the higher education institution. The composition of professors selected by students affects the value of the tuition contract. In other words, the more highly rated professors the student chooses to receive services from, the higher the tuition contract amount the student is required to pay.

The next structural direction is "Project Saturation of Educational Programs" (PSEP). In this case, students are provided with topics formed by employers within the framework of academic subjects, while professors limit themselves to explaining the relevant directions for solving problems related to these topics. Course paper topics are formed on the basis of conclusions obtained from projects

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carried out in different subjects. While students are assessed by professors in academic subjects, the assessment of course paper projects is carried out jointly by professors and employers. Through this approach, it becomes possible to determine the extent to which the professional knowledge, skills, and competencies acquired by students in academic subjects are connected with practice.

The "Learning by Doing" (LD) component of the program prioritizes practice-oriented teaching in the instruction of academic subjects. In this model, the theoretical and practical parts of higher education are organized in a 50/50 ratio. During practical classes, students present projects aimed at solving problems within the framework of independently selected topics related to the subject. The topics selected by students must be formed by employers, and the assessment of indpendent learning is carried out by the employer.

The next structural component of the proposed "Greenfield Higher Education Institutions" program is "Startup as a Diploma" (SD). In this case, students' graduation qualification papers are selected during two semesters based on topics provided by employers. The independent learning topics selected by students during practical classes directly contribute to the development of the structural parts of the diploma work.

The implementation of the proposed transformation program, "Greenfield Higher Education Institutions" (see Figure 1), in practice will increase not only the effectiveness of higher education but also the efficiency of research activities carried out at universities, while at the same time ensuring their connection with practice.

At the same time, the transition to the activity of innovative higher education institutions transformed on the basis of the "Greenfield" program requires the development of their innovative infrastructure. The innovative infrastructure of such higher education institutions should create the following opportunities for professors and teachers in the provision of educational services:

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- equipping educational classrooms with modern information and communication technologies;

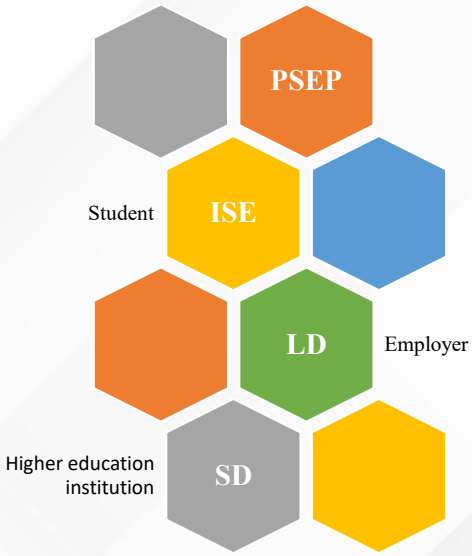

Figure 1. Innovative higher education institutions transformed on the basis of the "Greenfield" program

- expanding access to higher education services through the organization of classrooms in university educational buildings, on the premises of employer enterprises, and in digital classrooms developed through programming;
- broadcasting classes conducted in educational buildings directly through the website of the higher education institution. Students who are unable to attend these classes will be able to participate in them by logging into the website of the higher education institution using their personal login and password;
- expanding opportunities for professors, teachers, and students to exchange and directly process information during the learning process by using various gadgets, laptops, personal computers, and devices operating on Android and iOS systems.

In our opinion, in the coming years, the development of innovative higher education institutions transformed on the basis of the "Greenfield" program in our country will make it possible to form a knowledge-based economy in the

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national economy. At the same time, the interaction between science and production will be strengthened, and the innovative potential of the sectors of the national economy will increase.

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