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THE CONCEPT OF "UNIVERSITY 3.0" AND THE IMPORTANCE OF INNOVATIVE UNIVERSITIES IN THE DEVELOPMENT OF THE EDUCATION SYSTEM

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Abstract: The article shows that education system the concept of "University 3.0" in the development role and innovation universities importance illuminated. "University 3.0" is modern education technologies and scientific and innovative processes activity integration to do aimed at new approach students and teachers activity improvement, scientific research and industry with cooperation strengthening, as well as global competitiveness to provide goal The article also discusses innovative universities science and technology current in the making role in society and the economy to changes how answer give their education and training quality in improvement opportunities seeing The concept of "University 3.0" is emerging. education in the system new opportunities creation, modern knowledge students and society for further effective in a way presented to grow for important platform is considered.

Keywords:education quality increase, innovation, university 3.0, innovation universities, education system, education development, science research, industry with cooperation, education and technology.

Introduction. The concept of "University 3.0" (including the concept of "entrepreneurial university" - Entrepreneurship University) is popular abroad and has largely shaped the development trends of global higher education in recent decades.

The secret of this popularity is simple. Universities, by definition, are sources of knowledge formation, as well as a place for the formation of human capital. Accordingly, it is logical to consider them as the most obvious link between the most innovative, high-tech and rapidly developing new sectors of the economy and young people who have not yet fully entered the labor market, who can be formed by developing their skills and qualifications. taking into account the requirements of these sectors. This connection allows you to optimize funds for the development of science and innovation, as well as significantly increase the competitiveness and attractiveness of universities.

In fact, the number "3" is intended to emphasize the new concept and the difference between "University 1.0" and "University 2.0", where specialists are trained for professional activities in certain sectors of the economy and social spheres. ", where research work plays an important role.

Traditional R&D centers can often be less flexible in reorganizing their operations and adapting to rapidly changing labor market demands, as well as in generating innovative knowledge. In 1981, Richard Fuller wrote that the doubling of human knowledge occurs every 12-13 months, and by 2020, IBM experts expect that human knowledge will double approximately every 12 hours.

In high-tech industries, along with the acceleration of knowledge growth in the labor market, processes of uncertain social significance are taking place. Along with robotization, which is leading to the disappearance of many professions and job losses, ageism is becoming a serious problem for high-tech industries, especially the IT sector. As

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the CIO notes, “tech leaders boast about their preference for young talent.” Belarusian media, even despite a serious shortage of personnel, note the youth in the IT sector. And the point, apparently, is not in a biased attitude towards people over 35, but in an extremely rapidly developing industry.

- The beginning of the formation of the post-classical development of higher education institutions in the world dates back to the middle of the last century. This period is characterized by a change in the role of higher education institutions in socio-economic systems. The most significant initial conditions for the formation of post-classical higher education institutions and changes in society's attitude towards them are the following:
- the technogenic nature of modern civilization;
- formation of an entrepreneurial culture in society;
- the complexity of the knowledge creation process;
- the formation of a new model of non-traditional thinking and educational value systems among students and teachers, the development of project activities;
- Development of intellectual, research, financial, production, technological, management, information, entrepreneurial and other capabilities that form innovative potential in universities.
- The growth of scientific, technological and innovative development indicators in the world has been greatly influenced by the processes associated with the economic basis of mutual integration between the research laboratories of the world's leading universities and the business sectors of the economy. Economic relations in the field of forming the tandem "university - science demand production" allowed economists to attract the attention of scientists, and later attempts were made to theoretically generalize and understand the scientific paradigm of a market-oriented university (HEI). The emergence of the concept of the principle of market orientation of modern HEIs at the end of the 20th century, based on meeting the needs of socio-economic systems through the effective use of intellectual labor, research, financial, material, educational, administrative and other resources, laid the foundation for the formation and development of the theory of "entrepreneurial university". It is worth noting that the term "entrepreneurial university" was introduced into scientific circulation by Burton R. Clark, a professor at the University of California, who formulated its main characteristics and principles of operation in 1998:
- 1) strengthening the control center;
- 2) Expanding ties with groups and organizations outside the university;
- 3) diversification of sources of financing activities;
- 4) Stimulating entrepreneurial activities of university departments;
- 5) develop a comprehensive entrepreneurial culture.
- Further theoretical and methodological foundations of the entrepreneurial university theory were formulated by D. Williams, G. Itskovits, L. Leitsdorf, D. Salmi. The scientific paradigm of the entrepreneurial university (UE) has rich theoretical sources, the focus of which is on the issues of commercialization of the results of innovations and the formation of effective transfer of created knowledge and technologies.

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