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FORMATION AND DEVELOPMENT OF ENTREPRENEURIAL POTENTIAL UNIVERSITIES IN THE CONTEXT OF ECONOMIC MODERNIZATION

Abstract

In the present article, the authors consider social and organizational aspects of higher education institutions for the formation of entrepreneurial potential, identify the main risks and opportunities of higher education institutions that will arise in the process of transformation into a new model of education. The article analyzes the world experience of formation and development of entrepreneurial potential in higher educational institutions. The authors investigated the entrepreneurial potential of higher education institutions in two directions. First of all, as the ability of the faculty of a higher educational institution to form an entrepreneurial potential that ensures competitiveness in the market of scientific and educational services. The second aspect of the analysis was the ability to form entrepreneurial competence among students to create a competitive offer on the labor market. Studying two approaches, the authors came to the conclusion that the entrepreneurial potential in higher educational institutions not only forms high-quality competitiveness, but also acquires new opportunities for transforming the economy in modern conditions. According to the authors, the competitiveness of the university should be evaluated according to two components: achieved performance and strategic positioning. During the in-depth analysis of the process of transformation of universities, the authors identified the main criteria that determine the level of development of potential for entrepreneurship: the quality of faculty, the number of publications, citation of publications, and the number of scientific grants.

Key words: transformation of universities, entrepreneurial universities, innovative potential, competence, strategic positioning, competitiveness of the university.

World experience shows that the answer to the new innovative needs of the economy and business in the field of education are entrepreneurial universities – educational, research and production centers. Today they solve a wide range of tasks of social and regional development.

Management of university entrepreneurship involves assessing the entrepreneurial potential of the university. The totality of resources and opportunities is called the “potential of the object”, and in relation to the topic under study – the “entrepreneurial potential”. In encyclopedic publications, the term “potential” is defined as “funds, stocks, sources available and able to be mobilized, put into effect, used to achieve certain goals, implement a plan, solve a problem; the possibilities of an individual, society, state in a certain field”.

In most explanatory dictionaries, the term “potential” is considered as a factor in the real and possible intensity of the implementation of a process, the possibility of a thing to be not what it is, that is, in the aspect of the relationship between reality and possibility.

The entrepreneurial potential in the scientific literature is considered at various levels: personal, at the level of individual organizations, as well as at meso- and macroeconomic levels. At the personal level, the essence of entrepreneurial potential is usually understood as a special combination and expression of special abilities, motivation, professional and personal qualities. Entrepreneurial potential at this level is interpreted as a variety of personal potential, which is a comprehensive education, which is determined by the specific manifestation of a number of components, including a tendency to innovate, high flexibility of behavior, and the desire to achieve goals.

The entrepreneurial potential of an organization is most often understood as the managerial potential characterizing the entrepreneurial and managerial capabilities of the staff, its ability to combine production factors in the best way. As elements of the entrepreneurial potential of the

organization, considered as managerial, the management system, information system, communication communications, and the personal potential of management are distinguished.

According to the authors, the entrepreneurial potential of the university incorporates the features of creative, innovative and commercial potentials.

Creativity reflects the translation of the general flow of information into new knowledge, the process of their development and assimilation. The creative potential of entrepreneurship is understood as the ability to produce new ideas, knowledge, and ideas in the form of benefits useful to society. The innovative potential of entrepreneurship can be understood in a narrow and broad sense, depending on the interpretation of the very concept of “innovation”. In a narrow sense, innovations are most often viewed either from the standpoint of an activity-functional approach, or as the production of a new product consisting of several phases or stages, or as the development of high technologies, development and production of high technology products [1].

The commercial potential of entrepreneurship determines the effectiveness of the entire range of types of economic activities of the university, considered as business processes. It reflects the result of public recognition, expressed in value form, of the university’s scientific and educational programs and other products produced in accordance with its mission, and also characterizes the excess of the expected income over the costs of creating innovations at any stage of their life cycle.

The study of the university’s entrepreneurial potential should be carried out in two directions: firstly, as the ability of the university’s management and faculty to carry out the entrepreneurial vector of its development, ensuring sustainable competitiveness in the market of scientific and educational services, and secondly, as its ability to form entrepreneurial competence students for their future competitiveness in the labor market. From the point of view of this approach, the university not only realizes its formed abilities, but also acquires new opportunities, that is, as the unity of a stable and variable state, its entrepreneurial potential contains elements of future development.

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The concepts of basic and unique resources and competencies. The concept of “basic” can be used to determine the minimum required set of resources and competencies that ensure the functioning of the university in the current competitive environment. It seems that in relation to the management of the university, implementing the entrepreneurial method of managing, aimed at ensuring the competitiveness of the university, the basic competencies can be combined into two groups: contributing to its economic efficiency and providing strategic positioning in research, educational and financial-economic activities.

Unique resources are a collection of resources that are impossible or too expensive to copy competitors to obtain a competitive advantage. Unique competencies are the activities and processes through which the university uses resources to obtain a sustainable competitive advantage. The ability to create unique competencies based on the ability of management to consolidate corporate technologies and production qualifications allows us to form a competitive strategic potential of an organization in a changing environment [2].

The process of formation and development of entrepreneurial competencies and entrepreneurial potential of a university must be considered in the context of the problem of ensuring its competitiveness. According to the authors, the competitiveness of the university should be evaluated according to two components: achieved performance and strategic positioning.

The entrepreneurial potential of a university is primarily characterized by the competence of participants in research activities:

- a) qualitative composition of faculty;
- b) updating the scientific activities of teaching staff (the number of publications and their citation in leading journals);
- c) organizational activity in the research field (the volume of scientific grants, contracts, agreements with external customers per unit of the staff of the faculty and time unit);
- d) recognized effectiveness of research activities (the number of registered discoveries, patents, certified developments – industry certification – per unit of the staff of the teaching staff and unit of time).

The second factor of entrepreneurial potential is the university development strategy, its focus on promising tasks.

The competitiveness of the university implies high operational efficiency, i.e., the rational use and combination of available factors in the provision of educational services, research, innovative activities of its structural divisions. In this regard, the entrepreneurial potential of the university should be understood as its ability to expand the ultimate capabilities of the existing scientific and educational potential.

The policy of an entrepreneurial university in the field of quality should be to identify and anticipate market expectations, implement a system of outstripping the satisfaction of requests from both external consumers – students, partner organizations and society as a whole, and internal – university employees. The strategic positioning of the university is determined by the factors of the competitive environment and consists in creating a unique and advantageous position based on a combination of activities different from those of competitors.

The implementation of the concept of a competitive entrepreneurial university requires not only the development of new competencies (personal qualities and skills, knowledge of project management tools and business planning) in the field of economics and management, but also the creation of new organizational forms for the commercialization of knowledge and innovations, including startups, business incubators, technology parks, technology transfer departments, etc.

In management, there are many options for methods that allow us to assess the entrepreneurial potential of universities. All of them are divided into quantitative and qualitative. We can attribute the indicator system to the quantitative method, the assessment of matrix indicators. We can attribute the qualitative assessment to a comparative assessment, analysis of the content of open sources (including university ratings), managerial introspection (in our case, an assessment of the university's strategy) [3].

Performance indicators reflect the amount of entrepreneurial income received from the main activities of the university, carried out in the field of generation, transfer of knowledge and their implementation in production. These indicators make it possible to determine the economic effect by comparing the inflows and outflows of financial resources, as well as economic efficiency, which reflects the ratio of results and costs, including profitability indicators for certain areas of the university. The significance of performance indicators increases significantly in connection with established normative indicators, which are enshrined in the institution's development strategy.

The combination of activity and efficiency indicators reduces the threat of a subjective approach to assessing entrepreneurial potential and possible manipulations when using a point-based rating system, since it takes into account public recognition of the results of the university's scientific and educational activities on the basis of monitoring the mechanism of multi-channel financing of the university.

As an example, the PPU expert self-assessment methodology, created under the auspices of the Organization for Economic Cooperation and Development for European Universities (OECD, 2010, 2012). This technique is at the junction of expert and indicator assessments. The main steps to create the methodology included: a literature review, the formation of the first version of the PU model, discussion and adjustment of the model, testing the model and its refinement, another discussion cycle and the formation of the final version of the tool [4].

The result of this great work was an online tool available to any registered user. It is intended to "help interested universities evaluate themselves according to criteria that are grouped into seven groups:

HEInnovate is a self-assessment tool for higher education institutions wishing to explore their entrepreneurial and innovative potential. The self-assessment tool has the simple goal of helping higher education institutions determine their current situation and potential areas for action. HEInnovate provides an opportunity to monitor progress over time and create a community of practitioners.

It can be used by individuals or groups of people. The group function allows stakeholders in higher education institutions to come together and compare their grades internally. The results obtained from the use of HEInnovate belong to a higher educational institution. This results are available only to the registered user or, in the case of a group, to the group administrator. The registered profile provides access to all self-evaluations performed by the user, which can be used for their own internal

comparative purposes. Institutions with access to guidance notes and good practice examples for inspiration are identified using this tool.

HEInnovate was born as an idea, first besieged in March 2011 at the University Business Forum in Brussels; a biennial event that brings together universities and enterprises from all over Europe on mechanisms for collaboration and the promotion of knowledge sharing. A group of participants in the event made a recommendation to take a closer look at the basic concepts and characteristics of an entrepreneurial university. As a result, an online self-assessment tool was created in conjunction with the Organization for Economic Cooperation and Development. This is based on the OECD work on university support for entrepreneurship and the existing policies of the European Commission to promote entrepreneurship in higher education. The development of self-esteem was further supported by a group of external experts.

The European Union has extensive experience supporting the modernization of higher education through its educational and research programs. One of the activities of the European Commission is the University Business Forum (UBForum). Higher educational institutions, companies, business associations, intermediaries and government bodies meet at annual thematic forums, that is, they are given a common space for dialogue at the European level, contacts are established and an exchange of best practices is ongoing.

Instead of identifying a single way forward, States are offered a self-assessment tool and additional guidance and good practice materials. HEInnovate allows higher education institutions to evaluate themselves according to a series of statements regarding the entrepreneurial and innovative nature of their higher education environment.

HEInnovate is publicly available for use by any institution of higher education. There are no restrictions on who uses it and for what purposes. It is available for free, but cannot be used for commercial purposes. It is intentionally left open and flexible so that universities can decide on how to better organize users, analyze results, and outline future plans.

HEInnovate covers eight areas of self-esteem:

- a) leadership and management;
- b) organizational capacity: financing, people and incentives;
- c) entrepreneurial training;
- d) training and support for entrepreneurs;
- e) digital transformation and opportunities;
- e) knowledge sharing and collaboration;
- g) an internationalized institution;
- h) measurement of the impact of the area.

HEInnovate is used in universities to help develop its role as a regional and national leader in developing an entrepreneurial program. In 2016, HEInnovate hosted a presentation for executives, members of the rector's office, and executives from other university departments. The project quickly received institutional support. A self-assessment questionnaire was distributed to a wide range of university stakeholders in January 2017 across all faculties and schools. Self-esteem received more than 100 responses with a wide audience, from students to teachers and senior management.

Summing up, we can draw the following conclusions.

1. The entrepreneurial potential of the university – incorporates the features of creative, innovative and commercial potentials, each of which contains a number of resource potentials in its structure: personnel, information, financial, technological and others.

2. An analysis of the university's entrepreneurial potential involves a study of its entrepreneurial competencies that ensure competitiveness in the markets of scientific and educational services and labor by increasing the university's external flexibility, allowing it to adequately respond to the challenges of the external environment, as well as on the basis of internal flexibility, expanding the ultimate capabilities of the resources of the internal environment.

3. Given the multi-level and multi-faceted nature of the entrepreneurial potential, its assessment should be based on a system of indicators: activity – reflecting entrepreneurial activity, creative, creative aspects of activity; effectiveness – reflecting the nature of public recognition of university innovation and initiative; effectiveness – allowing to link together the strategic aspects of management with the current activities of the university and its structural divisions.

LIST OF LITERATURE

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Аңдатпа

Мақалада авторлар кәсіпкерлік әлеуетті қалыптастыру үшін жоғары оқу орындарының әлеуметтік және ұйымдастырушылық аспектілерін қарастырады. Жаңа білім беру моделіне қайта құру процесінде пайда болатын жоғары оқу орындарының негізгі қауіптері мен мүмкіндіктерін анықтайды. Мақалада жоғары білім берудегі кәсіпкерлік әлеуетті қалыптастыру мен дамытудың әлемдік тәжірибесі талданады. Авторлар жоғары оқу орындарының кәсіпкерлік әлеуетін екі бағытта зерттеді. Біріншіден, жоғары оқу орны профессорлық-оқытушылық құрамының ғылыми және білім беру қызметтері нарығында бәсекеге қабілеттілікті қамтамасыз ететін кәсіпкерлік әлеуетті қалыптастыру мүмкіндігі. Талдаудың екінші аспектісі студенттердің еңбек нарығында бәсекеге қабілетті ұсыныс жасау үшін кәсіпкерлік құзыреттілігін қалыптастыру мүмкіндігі болды. Екі көзқарасты зерттей отырып, авторлар жоғары оқу орындарындағы кәсіпкерлік әлеует жоғары сапалы бәсекеге қабілеттілікті қалыптастырып қана қоймай, экономиканы қазіргі жағдайда өзгерту үшін жаңа мүмкіндіктер алады деген қорытындыға келді. Авторлардың пікірінше, университеттің бәсекеге қабілеттілігі екі компонент бойынша бағалануы керек: қол жеткізілген нәтижелер мен стратегиялық позиция. Жоғары оқу орындарын қайта құру процесін терең талдау барысында авторлар кәсіпкерліктің әлеуетін дамыту деңгейін анықтайтын негізгі критерийлерді анықтады: ПОҚ сапалы құрамы, жарияланымдар саны, жарияланымдардың дәйексөзділігі, ғылыми гранттар саны.

Тірек сөздер: ЖОО-ларды қайта құру, кәсіпкерлік университеттер, инновациялық әлеует, құзыреттілік, стратегиялық позиция, ЖОО-ның бәсекеге қабілеттілігі.

Аннотация

В статье авторами рассматриваются социальные и организационные аспекты высших учебных заведений для формирования предпринимательского потенциала, обозначены основные риски и возможности высших учебных заведений, которые возникнут в процессе трансформации в новую модель обучения. В статье проведен анализ мирового опыта формирования и развития предпринимательского потенциала в высших учебных заведениях. Авторы исследовали предпринимательский потенциал высших учебных заведений в двух направлениях: в первую очередь как способность профессорско-преподавательского состава высшего учебного заведения формировать предпринимательский потенциал, обеспечивающий конкурентоспособность на рынке научно-образовательных услуг. Вторым аспектом анализа послужила способность формировать предпринимательскую компетентность среди студентов для создания конкурентоспособного предложения на рынке труда. Исследуя два подхода, авторы пришли к выводу, что предпринимательский потенциал в высших учебных заведениях не только формирует качественную конкурентоспособность, но и приобретает новые возможности для трансформации экономики в современных условиях. По мнению авторов, конкурентоспособность вуза следует оценивать по двум составляющим: достигнутой эффективности деятельности и стратегическому позиционированию. В ходе глубокого анализа процесса трансформации вузов авторами были выявлены основные критерии, определяющие уровень развития предпринимательского потенциала: качественный состав ППС, число публикаций, цитируемость публикаций, количество научных грантов.

Ключевые слова: трансформация вузов, предпринимательские университеты, инновационный потенциал, компетентность, стратегическое позиционирование, конкурентоспособность вуза.