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TRANSFORMATION OF HIGHER EDUCATION INSTITUTIONS IN AZERBAIJAN INTO ENTREPRENEUR UNIVERSITIES

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AZƏRBAYCAN ALİ TƏHSİL MÜƏSSİSƏLƏRİ VƏ ONLARIN TƏŞƏBBÜSKAR UNİVERSİTET OLMA YOLUNDA ATDIĞI ADDIMLAR

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AZƏRBAYDŽANSKIE VUZЫ I IХ ШАГИ НА ПУТИ СТАНОВЛЕНИЯ ПРЕДПРИНИМАТЕЛЬСКИМ УНИВЕРСИТЕТОМ

Summary: Today, based on the demands of the globalizing world, universities are fundamentally changing from a science-based model to an initiative university, which we call the third generation university. When we look at the statistical results of the work of countries with strong economies in the field of education, it is clear that these countries attach great importance to education for the formation of their national incomes, improving the social welfare of their citizens and the people of the world. The first-generation universities, which took their first steps in Paris and Bologna and previously aimed to teach people, are now becoming part of an international higher education environment that aims to apply knowledge and support the development of the environment in which they live. In our country, higher education institutions should not only teach knowledge, but also compare it in the light of the results obtained by various researchers and become an environment for the implementation of projects that support the socio-economic development of our country. The article explains the essence of the concept of entrepreneurial university, examines the existence of these universities in our country and the demand for it.

Key words: *entrepreneurial university, higher education institution, innovation*

Xülasə: Qloballaşan dünyanın gətirdiyi tələblərə əsaslanaraq bu gün universitetlər əsaslı şəkildə dəyişərək elmi əsaslı modeldən üçüncü nəsil universitet adlandırdığımız təşəbbüskar universitetlərə çevrilirlər. Dünyanın güclü iqtisadiyyatına sahib ölkələrin təhsil sahəsində apardığı işlərin statistik nəticələrinə nəzər saldığımızda açıq aydın görünür ki, bu ölkələr öz milli gəlirlərinin formalaşması, öz vətəndaşlarının və dünya insanının sosial rifahının yüksəldilməsi üçün təhsilə böyük əhəmiyyət verirlər. Paris və Bolonyada ilk addımlarını atan və əvvəllər hədəfi insanlara biliyi öyrətmək olan birinci nəsil universitetlər, hal hazırda biliyin tətbiqini hədəfləyən və təşəbbüskarlıq fəaliyyəti ilə yerləşdikləri mühitin inkişafına dəstək olan beynəlxalq ali təhsil mühitinin bir parçasına çevrilirlər. Ölkəmizdə də, ali təhsil müəssisələri, sadəcə biliyi öyrətməli deyil, onu müxtəlif tədqiqatçıların əldə etdiyi nəticələrin işığında müqayisə etməli və ölkəmizin sosial iqtisadi inkişafına dəstək olan projektlərin reallaşdırıldığı bir mühit halına gəlməlidir. Məqalədə təşəbbüskar universitet anlayışının mahiyyətinə izah verilərək, ölkəmizdə bu universitetlərin mövcudluğu və ona olan tələb araşdırılmışdır.

Açar sözlər: *təşəbbüskar universitet, ali təhsil müəssisəsi, innovasiya*

Резюме: Сегодня, исходя из требований глобализирующегося мира, университеты фундаментально переходят от научной модели к предпринимательскому университету, который мы называем университетом третьего поколения. Когда мы смотрим на статистические результаты работы стран с

сильной экономикой в области образования, становится ясно, что эти страны придают большое значение образованию для формирования своих национальных доходов, повышения социального благосостояния своих граждан и народа мира. Университеты первого поколения, которые сделали свои первые шаги в Париже и Болонье и ранее были нацелены на обучение людей, теперь становятся частью международной среды высшего образования, которая направлена на применение знаний и поддержку развития среды, в которой они живут. В нашей стране вузы должны не только преподавать знания, но и сравнивать их в свете результатов, полученных различными исследователями, и становиться средой для реализации проектов, поддерживающих социально-экономическое развитие нашей страны. В статье раскрывается сущность концепции предпринимательского университета, исследуется наличие этих университетов в нашей стране и востребованность их.

Ключевые слова: *предпринимательский университет, высшее учебное заведение, инновации.*

Today we live in an environment where knowledge plays an irreplaceable role in the development of society, especially in the economy of the countries. We can also say that it has a great place in the rapid flow of the capital between the countries and revolutionary changes in the field of communication technologies. Public institutions, especially universities, play a leading role in the emergence of innovations because they are institutions of knowledge and are recognized as important catalysts for regional economic and social development. Not only for this reason, but mainly based on these ideas, the countries of the world, especially European countries, are making great efforts to form entrepreneur universities. (3)

Over time, internal (students, academic staff and other staff) and external (industrial, government and public) stakeholders of universities change their expectations of the university. It is necessary to have a university called "Third Generation University", which understands its social responsibility, is able to meet the needs of both local and foreign stakeholders, and supports the economic improvement in the host country. These universities understand that knowledge is now the main driving force of economic development, surpassing other sources and becoming the main force in the formation of human capital and material resources. Speaking at the Royal Academy of Ireland at Faust Trinity College, Harvard University Rector Drew Gilpin spoke about the role of universities in a changing world, emphasizing that they are increasingly driven by knowledge, information and ideas and have a special role in the global system. (6) Indeed, it is more important today than in the past to properly manage a knowledge, which can be concerned as

incredibly constructive and destructive. For this reason, it is necessary to establish universities that play a leading role in the theoretical and practical development of knowledge.

In order to accurately study the entrepreneurship of higher education institutions, we must first understand the term itself. It should be noted that the term entrepreneurship is defined differently by researchers, and to date its definition has not been fully formed. However, there are some things that distinguish them from other universities. The first is the strong interaction of these universities with industrial firms. These universities play a leading role in the formation of human resources in accordance with the requirements of industrial firms. Another thing that differentiates them is that they have an independent financial base and can benefit from various financial sources. Thus, by implementing innovative projects, these universities both meet the needs of the market and create additional income opportunities for everyone working in these institutions. The active participation of all staff at the university in the entrepreneurial activities, which take place at the institution, should also be noted. Thus, regardless of their position, board members, academic staff and students can support the university and their personal development by joining the entrepreneurial activities at the university. Finally, it is useful to note that these types of universities can make rapid changes in their management system and internal structures when needed, in accordance with the requirements of the time. To better understand the concept of an entrepreneurial university, you can look at the table formed by Maribel et al. (9)

Table-1: Definitions of the entrepreneur universities

Year	Researcher	Definition of the entrepreneur universities
1983	Etzkowitz	"Universities that create new sources of funding by collaborating with private companies, obtaining patents, and conducting commission researches."
1995	Chrisman, et al.	Entrepreneurial universities are institutions where new business opportunities are formed by professors, technicians and students.
	Dill	An enterprising university is seen as an effort to use the results of an enterprise's research for business purposes by investing in it.
1998	Clark	Entrepreneurial universities are looking for ways to turn innovation into business. They are trying to make changes in order to have better prospects in the future. They also try to be universities with a special role in their fields.
	Röpke	An enterprising university has three meanings. The first is the entrepreneurship of the university itself as an institution. Second, the university staff and students are engaged in entrepreneurial activities themselves. The third is the relationship of mutual entrepreneurship between the university and the environment(society) in which it is located.
1999	Subotzky	The enterprising university is characterized by closer university-business partnerships, increased efforts to access external sources of funding, and management ethics in the organization's internal management, administration, and planning.
2002a	Kirby	As in all enterprises with an entrepreneurial identity, entrepreneur universities have the ability to innovate, see perspectives and create opportunities, work in teams, take risks and find solutions to problems.
2003	Etzkowitz	Just as normal universities graduate from the global market each year, entrepreneur universities also play the role of incubators that help both teachers and students innovate.
	Jacob, et al.	Entrepreneurial universities have both investment (additional education courses, consulting services) and funding (patenting, licensing and start-up) characteristics.

Benefits of entrepreneurship and the requirement for the existence of entrepreneurial higher education institutions.

As the process of globalization accelerates, social mobility increases, and the development of online technologies strengthens the performance of universities, it also puts many in a difficult position and creates gaps in society. For this reason, there is a growing need for links between higher education institutions and the leading industrial firms that shape the country's capital. Graduates, of course, play the role of a bridge between economic and industrial firms and higher education institutions, whose common points are to meet the real needs of society. Therefore, universities should strive to cultivate individuals who are open to innovative thinking and have a sense of cooperation. (5, p.18) The existence of such universities will play a key role in the socio-

economic development of society. At that time, it can be said with certainty that the need for entrepreneur universities stems from the complexity of society's development prospects and the uncertainty created by globalization. This means that universities can keep their development prospects stable by setting short-term plans in their environment and constantly changing their long-term strategic plans. To do this, they must form a spirit of entrepreneurship within the university and properly analyze the needs of society. Having a modern management system of universities will help them in the following areas:

- to help overcome the economic crisis in their environment
- acquisition of entrepreneurship skills by graduates
- to meet the needs of parents who have difficulty finding useful and purposeful career opportunities for their children

- to provide the career opportunities for the students who have studied at university through loans or educational loans

- to prevent the loss of trust in universities due to the availability of knowledge

- to build a competitive and strong university model within the growing university network

- taking into account the needs of the market to meet the expectations of industrial and economic firms from universities

- to protect the existence of universities with their own budgets in the environment of economic crisis

The education system and the existence of the entrepreneur universities in Azerbaijan

In modern times, special care, support and value are given to education in our country, which is the most important factor in the preservation of the existence of each nation, and its development. In the Republic of Azerbaijan, the State Strategy for the Development of Education emphasizes the formation of an innovative economy in all areas, and therefore pays special attention to the expansion of entrepreneurial activities in higher education institutions. This can be assessed both as a requirement for quality training and as a result of the value given to education by the majority of the population. Thus, in our country, almost all families, regardless of their level of income, value the education of their children, and carry out continuous educational work with them in this area. In our country, universities have been taking steps to transition to the Bologna system in higher education since 2004. In 2006-2007, for the first time, they applied this system in undergraduate education to improve the quality of education and apply advanced university management system in European universities. (8) The benefits of the Bologna education system to our education have been an undeniable factor in the quality and transparency of the management system of our universities over the past 25 years.

At the same time, reforms in the field of education have always been seen by the state as the leading force in increasing the pace of economic development. For this reason, in order to meet the current need, since gaining its independence, our country has carried out

educational reforms in accordance with world standards. Examples of these reforms are the "Education Reform Program" approved in 1999, the "State Program for the Development of Technical Vocational Education" in 2007, and "The State Strategy for the Development of Education in the Republic of Azerbaijan" approved in 2013. (7), and most recently, the "State Program for Increasing the International Competitiveness of the Higher Education System in the Republic of Azerbaijan for 2019-2023" approved in 2018. As a result of such activities, thousands of students have gained the right to continue their education in more than 32 countries and more than 350 prestigious higher education institutions. Some of these students, after graduation, have been invited to internships in the world's leading companies, and support the activities of our country's diaspora abroad. At the same time, innovative steps have been taken in the field of education within the country. For example, starting from 2014, SABAH Groups consisting of "Literate, Skilled and Prepared" students have been established in higher education institutions of the Republic of Azerbaijan, and international dual degree agreements have been signed to benefit from the best practices of countries with strong educational structures such as Russia, America and Austria signed. (8) However, even if we talk about the existence of this development today, it is an undeniable fact that none of the universities in our country is among the top 500 universities in the world. This result shows that, although the Bologna system is applied in our country, in higher education institutions, its low results indicate shortcomings in the internal structures of universities.

With this in mind, we can say that in order to form initiative in our universities, it is necessary to improve the quality of its academic position, and the first thing to do in this direction is to develop the material and technical base of the university to enable students to transfer theoretical knowledge into practical knowledge. In addition, with quality education, the academic staff, students and parents must be trusted and, if necessary, made accessible to what they want from universities. Thus, universities need to get rid of the notion of being a paper university, and move to an e-

university system to provide fast and accurate service to the stakeholders. Those who serve students, especially teachers and tutors who are constantly confronted with students, must be able to treat each of them as an individual, adhering to codes of ethical conduct in their treatment of them.

Increasing the number of fundamental, applied and experimental scientific research conducted in universities, and the number of references to scientific publications, is one of the distinguishing features of entrepreneur higher education institutions from others. It is unfortunate that in many of our universities today, students are not taught enough research competencies, which in itself leads to plagiarism in written research. There are various reasons for this. The first is the lack of foreign language skills of the teaching staff at the university, and the very low ability to work with foreign literature. Another reason is the lack of research skills of teachers themselves. It is no coincidence that the importance of increasing research in our universities has attracted the attention of government officials, and according to the Decree of the President of the Republic of Azerbaijan dated August 9, 2016, No. 1009, requirements for higher education institutions to be granted "Research University" status. Increasing the internationality of universities in our country is a direct result of the steps taken for the initiative of universities, which may emerge after the completion of the whole. Thus, strengthening the material and technical base of universities, the formation of highly research students and teachers and the introduction of modern and innovative education systems will bring them to the forefront of the world rankings, and this will certainly increase the sympathy of international students for the university. Some steps taken by the Azerbaijan State University of Economics (UNEC) and the Baku Engineering University (BMU) in our country are commendable. Thus, in 2017, the UNEC2B platform at UNEC can be considered as a very successful step taken by the university in developing entrepreneurial and entrepreneurial skills in students.

Results Based on the contribution of enterprising universities to the development of

their environment and society, we can conclude that the steps taken by Azerbaijani educational institutions today are highly commendable, and this long-term process should be accelerated with the cooperation of internal and external partners. So, today, at a time when universities are becoming third-generation universities, taking advantage of the experience of entrepreneur and innovative universities in Western countries will have a positive impact on our universities to rise to higher positions in the rankings. Moreover, the existence of these universities will highly affect the country's economy. We think that in order to increase the initiative of students in our country, first of all, starting from the lowest levels of education the entrepreneurship must be taught to the students. This will increase the creativity and innovative abilities of students in both schools and universities. This, in turn, will increase the initiative of enterprises. At the same time, starting at the school level, education participants need to be taught "Research" skills, the value of information transparency, and the dangers of plagiarism. Transformation of universities into enterprising higher education institutions will ensure the existence of quality education, personality-oriented approach, innovation and competitive educational institutions, which are among the requirements of the educational strategies of our country.

Urgency of the problem. Due to the requirements of globalization, Azerbaijan is currently modernizing its higher education system. For this reason, the formation of new university models in our country is currently a topical issue.

Scientific innovation of the problem. For the first time in Azerbaijan, we will theoretically clarify the concept of an enterprising university.

Practical significance of the problem. Analyzing the concept of the Entrepreneurial University will shed light on the future research work of young researchers and scientists on this topic. At the same time, the study of this topic will support the steps that universities in our country will take to become a third generation university.

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