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**TRENDS IN THE DEVELOPMENT OF ENTREPRENEURIAL
EDUCATION IN THE KAZAKHSTAN**

This paper examines the problematic issues of entrepreneurial education in the Republic of Kazakhstan. The author analyzes the main directions of the problems of the development of entrepreneurial education, determining the actual role of entrepreneurial universities in the socio-economic life of the state. The article also talks about the role of universities in the formation of entrepreneurial skills of students for their active participation in the innovative development of society. The issues of searching for the optimal model of entrepreneurial education in connection with the change in the paradigm of higher education are actualized. The new paradigm of higher education presupposes the existence of a competent entrepreneurial ecosystem that forms an appropriate entrepreneurial culture. The author argues that a properly articulated innovation culture is the key to promoting and developing knowledge economies. Summarizing everything said in the article, the author believes that in order to increase the importance of education, including entrepreneurship, he considers the most important by the example of the evolution of the triple spiral of innovation.

The article provides recommendations for the development of entrepreneurial education, describes the key directions and problems of the development of this field of activity of universities.

Keywords: universities, higher education, paradigm, entrepreneurial university, entrepreneurial education, model of the triple spiral of innovation, quadruple spiral, five-link spiral.

Introduction

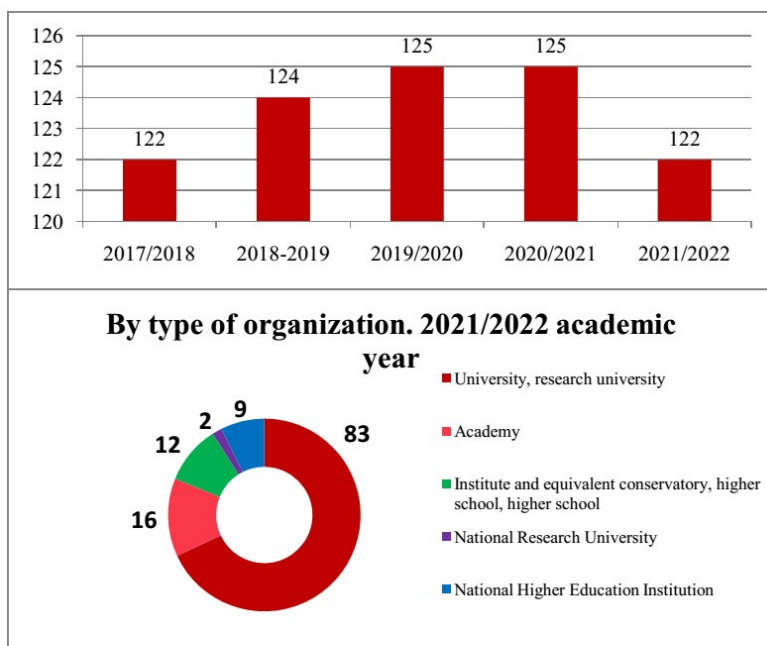
Today's rapidly changing social values and global needs are making their own changes to the education system, setting urgent tasks for the socio-economic and cultural development of society. These changes particularly affect the education system in higher education institutions. It should be noted that the effectiveness of the development of the economic sphere in developing countries, which are focused on innovation-oriented models, is directly related to the dynamics of the entrepreneurial sphere. In this regard, it is important to note that the global trend is that universities are currently becoming drivers of the development of national economies and, in turn, education as a social institution should ensure an increase in the entrepreneurial activity of citizens [1, p. 126].

As the data of the Global Entrepreneurship Monitor [2, p. 56] show, there is a close relationship between entrepreneurial education, the level of entrepreneurial activity and the ability of a person to realize his entrepreneurial potential. Accordingly, all educational institutions are faced with the task of developing entrepreneurial skills, especially among the younger generation, through improving approaches to entrepreneurial education. Therefore, given the importance of this area, it is worth noting that the key trend in the effective economy of a modern state should most likely be the development of youth entrepreneurship. It can be stated that for the formation and development of entrepreneurial qualities in society, the youth environment is a predominant social group. Youth is a special group of the population, which is characterized by high socio-demographic mobility in society [3, p. 481]. This population group can be regarded as the most important generator of value and behavioral innovations expected in society, an energy carrier and exponent of new moral and ethical values that demonstrate the degree of society's receptivity to new views on development and ways of self-realization. Thus, it is believed that teaching entrepreneurial skills to young people contributes to the development of entrepreneurial thinking in society, as well as the formation of new enterprises with a more efficient use of creative potential.

A study of the experience of other countries tells us that the transfer of standards, focused on entrepreneurial education projects, is becoming a key task for the entire education system, from school to higher education. In the context of the accelerated process of economic transformation of society, when innovations are found throughout the social organism, this model is no exception for Kazakhstan. Due to the obvious inefficiency of the current classical model of higher education in the modern realities of a market economy, it became necessary to improve management and develop entrepreneurial activity in many educational institutions in our country. At the same time, it should be noted that the Law on the Commercialization of Scientific and Scientific and Technical Activities provides mechanisms and opportunities

for universities to support entrepreneurship, including student entrepreneurship. In this regard, researchers are of great interest in various ways of transforming universities into organizations of a new type – that is, into entrepreneurial educational institutions focused on meeting market needs, making a profit, developing innovative technologies, transferring scientific research, development and managing them.

It should be especially noted that today in Kazakhstan the requirements for higher educational institutions have been tightened. If you look at the indicators of universities, you can notice a significant reduction in their number. According to the project for monitoring the economy of Kazakhstan «Ranking.kz», in the 2021–2022 academic year, 122 universities operate in the Republic of Kazakhstan – 3 less than a year earlier [4, p. 1]. Among them, there are 83 universities, including research ones, 16 academies, 12 institutes and equivalent conservatories, as well as higher schools and colleges, 9 national higher educational institutions and 2 national research universities (Figure 1).



«Ranking.kz» calculations based on data from the Bureau of National Statistics Agency for Strategic Planning and Reforms of the Republic of Kazakhstan

Figure 1 – Number of operating higher education organizations (units)

Strict requirements for universities are created to ensure that modern universities are competitive in the education market and meet global trends. Accordingly, entrepreneurial education should most fully meet the needs of an innovative economy and business. All this is possible with a well-functioning entrepreneurial education system that will help students develop their talents, better adapt and become more resilient to change [5, p. 35].

Materials and methods

To obtain information and identify the problems of modern entrepreneurial education in Kazakhstan, it was planned to study these projects of the Global Entrepreneurship Monitoring. The report «Global Entrepreneurship Monitor: Kazakhstan 2020–2021» is based on survey and interview data collected in the Republic of Kazakhstan under the leadership of the Graduate School of Business (GSB) of Nazarbayev University. Thus, in this paper, an attempt was made to understand the process of formation and development of domestic and foreign entrepreneurial education.

The subject of research is the specifics of the process of formation and development of entrepreneurial education in the universities of Kazakhstan.

The object of the research is entrepreneurial education.

The purpose of the study is to identify strategic priorities and problems in the model of entrepreneurial education in Kazakhstan.

The objectives of the study are to determine the state of entrepreneurial education in Kazakhstan; consider the organizational and technological problems of the development of entrepreneurial education in Kazakhstan; develop recommendations for the development and improvement of entrepreneurial education in Kazakhstan.

The sources of information were: scientific articles, collections, periodicals, results of field studies of various research centers, and other works devoted to the research problem. The study used such methods as generalization, comparative method, methods of expert assessments, secondary data analysis, etc.

Research in the field of entrepreneurial education is being carried out in many countries. As F. Rothmelidre notes, in recent years, four main areas of research have emerged in entrepreneurial education:

- Creation of the University of Entrepreneurial Studies;
- productivity of technology transfer offices;
- new firm creation;
- environmental context including networks of innovation [6, p. 691].

At the same time, Russian scientists dealing with the problems of higher education note three areas of research:

- study of the subject of entrepreneurial education and its components;

– consideration of the competencies of entrepreneurial education not only at the level of higher education, but also at the level of secondary vocational education;

– the role of higher education in the formation of an innovative business environment [7, p. 90–91].

Russian researchers V. Sedov and G. Shirokova, based on the study of the curricula of Russian universities, identified four approaches of the studied universities to teaching entrepreneurship and acquiring entrepreneurial skills and knowledge:

1) the complete absence of educational modules and programs on entrepreneurship;

2) the existence of separate courses on innovation management and entrepreneurship;

3) the existence of educational departments or centers of entrepreneurship;

4) the existence of business incubators or technology parks that support the strategy of entrepreneurial education

In Kazakhstan, much attention is also paid to research aimed at entrepreneurial education. A report prepared by Nazarbayev University notes that with a developed commercial and legal infrastructure, as well as solid government support, entrepreneurial education in universities is one area of the entrepreneurial ecosystem that «requires improvement» [8, p. 72]. In the last decade, many domestic academic publications have appeared that consider the topic of the entrepreneurial ecosystem and higher education institutions as the main structural system in the development of entrepreneurial education, since there is an opportunity to conduct research and create conditions for start-ups and the creation of new companies [9, p. 89].

Our idea of the transformation of Kazakhstani classical education into entrepreneurial is caused by the following circumstances:

1) the transition of the economy to an innovative development model;

2) growth in the domestic and international markets of competition for educational and scientific services;

3) demand in determining the balance of obligations between the parties of the system «universities – business – state – civil society» in the training of competitive personnel;

4) increasing the requirements of the business community for the training of specialists who are ready to compete in the global labor market;

5) revision of the role and significance of the acquired knowledge, which modern universities should commercialize;

6) a change in values in society that are associated with the need to form a new model of the educational system that prepares a specialist with entrepreneurial thinking and an entrepreneurial spirit.

Results and discussion

Despite the scientific relevance of this topic, there is no single approach to the definition of the concept of «entrepreneurial education» in the academic literature. Therefore, we think our theoretical analysis of various sources and existing points of view on the definition of this concept will allow us to determine approaches to the content of entrepreneurial education. We should not forget that entrepreneurial education is an integral part of the educational process and educational program that allows students to instill critical and creative thinking skills based on the use of practical elements they need to create and develop a successful business.

A number of scholars assume under entrepreneurial education specialized training of students in the basics of entrepreneurship in the form of educational entrepreneurial projects, as well as the introduction of elements that form an entrepreneurial culture in general educational disciplines of the socio-economic cycle, in extracurricular work and electives of educational institutions of all levels [10, p. 1593].

Other scientists consider entrepreneurial education as a process of organizing the activities of a group of people, aimed at developing their ability to independently implement ideas into actions, including actions aimed at creating and developing a new business, as well as shaping their knowledge and skills necessary for creating and implementing new knowledge, competencies, personal qualities and mindset in this direction [11].

There is no doubt that most of the definitions in the literature consider entrepreneurial education as the ability to turn ideas into concrete actions, which reflects the difference between entrepreneurial (personal initiative of the entrepreneur) and professional activity (employment). A number of definitions reflect the development of an entrepreneurial mindset (entrepreneurial mindset, entrepreneurial spirit), knowledge, skills, competencies and abilities.

We adhere to the point of view that entrepreneurial education is about introducing the student to the relevant knowledge about entrepreneurship, the values created and the accumulated experience in the field of practical activity in the conditions of economic risk. At the same time, the main goal of entrepreneurial education is to develop in students the qualities of a modern leader who has the ability to carry out socially useful activities, able to achieve success in life [1, p. 126].

Therefore, according to the «triple helix» model, it is very important to organize the correct interaction of three systems, that is, the university (science),

business and power, since this model represents the development of relations between universities, government and business. The next model, which we want to dwell on separately, is the four-link helix model, which was developed on the basis of the model of Professor G. Itskowitz (USA) and was first proposed by Elias Karayannis and David Campbell in 2009 [12, p. 210]. This model added an element of civil society to the «triple helix» model, which directly affects the formation of entrepreneurial values through the media and culture in the public space.

The subsequent model, called the fifth helix model, was also developed by E. Karayiannis and D. Campbell in 2010 and was based on the elements of triple and quadruple helixes, adding the natural environment as a fifth element, which considers the impact of nature and natural factors on innovative development not only of the university environment, but of the whole society. Thus, civil society (quadruple/four-link helix) and the environment (five-link spiral) [1; 133] were added to the existing elements of the triple helix model of G. Itskowitz (academy-state-business).

Thus, if there is a discussion platform for all three elements of the structure (state, academy and business), the triple helix model can be implemented at all universities [13, p. 27]. The result of applying the model of entrepreneurial education should be the entrepreneurial thinking formed in students and the acquired skills. At the same time, entrepreneurial thinking should be understood as a type of thinking that is *«an indirect and generalized reflection of economic reality..., assimilation of acquired knowledge, turning them into beliefs, abilities, skills and motives»* of economic behavior (Mikhailenko, 2008: 5) [14]. In addition, it should be noted that the effectiveness of entrepreneurial education at the university largely depends on the ecosystem (firms, venture companies, business angels, banks), without which new projects cannot arise.

Various conditions have already been created in Kazakhstan for the development of entrepreneurial activity with the participation of state budget funds. The innovative infrastructure of the republic's economy includes: development institutions (NAT Kazakhstan JSC, Science Fund JSC, etc.); technology parks (JSC «Technopark KazNRTU named after K. I. Satbaev», Almaty; LLP «VK Regional Technopark «Altai», Ust-Kamenogorsk; LLP «Technopark» Sary-Arka, Karaganda, etc.), business incubators (Atyrau Business Incubator, PF «Khromtau Business Incubator», etc.). All these regional commercialization offices, research offices, including business incubators, technology parks, etc. form an entrepreneurial ecosystem. Such universities as Nazarbayev University, Turan University, NAO Toraigyrov University, Taraz Innovative Humanitarian University, South Kazakhstan University named after M. Auezov, etc. are actively engaged in and develop their own approaches to entrepreneurial education.

Given the above conditions for the development of entrepreneurial activity, it was important for us to mention the study conducted by the USAID IEP in the field of development of business incubators and the Business Development Center in Kazakhstan, where significant factors hindering the development of entrepreneurship in the republic were identified. These factors are listed below:

- lack of cooperation and coordination between the various Programs for Innovative Development and Entrepreneurship Support;
- lack of information about the needs of entrepreneurs;
- insufficiency of consulting services and training;
- little activity in establishing and developing relationships in the interests of the incubator and the growth of the company.

In addition, it is worth noting that, in turn, business support organization managers and consultants do not have sufficient experience and knowledge, and are not familiar with the practice of other countries. Financing of the CES (Center for Entrepreneurship Support) and technology parks is left mainly by the state, and therefore the management of these organizations does not show much interest in attracting other sources of funding by improving the quality of services provided, preparing businesses for incubation, conducting a campaign to promote entrepreneurs, implementing new activities, commercialization of scientific research, etc. [15, p. 243].

A similar picture is shown by the Global Entrepreneurship Monitor data. According to the Global Entrepreneurship Monitor, research institutions need to share knowledge with new and growing firms, and legislation to prevent anti-competitive behavior by established firms needs to be improved and strictly enforced.

In addition, science parks and business incubators should receive more support, their number should be increased, and they should learn to work more efficiently. Also, within each category, there may be some weaknesses in the entrepreneurial ecosystem that require continuous improvement. For example, equity financing in Kazakhstan is insufficient, making it difficult to launch and scale high-tech enterprises [16, p. 57].

It is worth noting that according to the Global Entrepreneurship Monitor, education and training by GEM experts were named among the constraints both in terms of obtaining appropriate business education and in terms of providing the economy with qualified labor resources [16, p. 59].

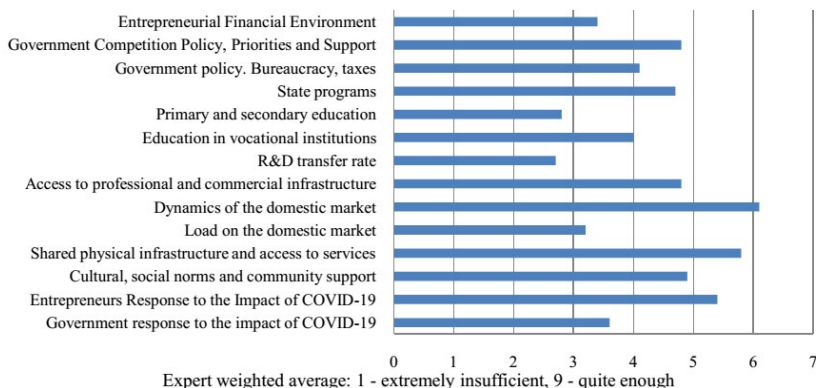


Figure 2 – Average indicators for the entrepreneurial ecosystem in Kazakhstan, 2020

According to our assumption, the entrepreneurial ecosystem in universities in the process of its formation and development goes through several main phases:

- the first phase – elements of the business environment within the university are created, such as a technology transfer center, business accelerators and co-working centers;

- the second phase – the coordinated functioning of all elements of the formed ecosystem of an entrepreneurial university.

These phases are important to take into account when forming an entrepreneurial ecosystem in universities.

In the entrepreneurial ecosystem, there are three main factors influencing the development of entrepreneurship in the university:

- creation and promotion of innovative projects, without which success in entrepreneurial activity is impossible;

- building an integrative entrepreneurial culture that solves the problems of improving their well-being and the tasks of effectively developing the economy of the city, region and country;

- ensuring sustainable financing through the creation of own investment funds to support entrepreneurship. The purpose of which is to create conditions for long-term investment in students, teachers and graduates.

Based on the study, it can be concluded that the main problems of education in the entrepreneurial sphere include the following:

1 The lack of a holistic concept for the development of entrepreneurial education in the system of higher education, that is, the educational sphere is in a significant deviation from entrepreneurship as an activity. Entrepreneurial education in the educational program (hereinafter – EP) for undergraduate and graduate programs in the areas of «Economics», «Management» and «Trade» is aimed at developing only professional competencies («hardskills») in the field of economics, management or trade, which does not satisfy the needs created in the business community for the development of universal «soft» skills, among students, which are especially important in the field of entrepreneurial activity. It is believed that SP in universities should be built to the greatest extent on creative and analytical principles.

2 The weak involvement of the younger generation in entrepreneurial activity is expressed in a low level of interest in creating entrepreneurial competencies and a complete lack of continuity of acquired knowledge at all levels of professional education - primary, secondary and higher. Particularly interesting is the situation where the system of vocational higher education is traditionally focused on the «production» of future employees, and not on self-employment and the ability of graduates to create their own businesses. This is a key problem that limits the growth of entrepreneurial activity and technology transfer in our country. Low self-esteem of abilities in this area, fear of failure are directly related to insufficient preparation of young people for entrepreneurship. It is worth noting that, according to the Global Entrepreneurship Monitor, Kazakhstani experts are clearly concerned about the efficiency of transferring knowledge from universities and state research institutes to new and growing companies. In 2014, the average score for this item, given by Kazakh experts, was only 1.85. Although in 2015 (2.89), 2016 (2.86), 2017 (3.03), 2018 (2.71), this indicator increased more and more, in 2020 it again decreased to 2.19. Similarly, experts disagreed with the assertion that new and growing firms in Kazakhstan have the same access to knowledge and R&D (research and development) as large established companies. The low score in 2014 (1.97) was followed by higher but still rather low scores in 2015 (2.89), 2016 (2.92), 2017 (2.94), 2018 (3.03) and 2020 (2.39).

In 2014, there was low agreement (1.76) with the statement that new and growing firms can afford the latest technology. In 2017, this indicator was significantly higher (3.44), which indicates some optimism, but in 2018 (2.79) and 2020 (2.23) it decreased again. The scores were higher in response to the assertion that the government provides adequate subsidies to enable new and growing firms to acquire new technologies.

The lowest score in 2014 (2.64) was followed by a higher score in 2015 (3.32), an even higher score in 2016 (3.65) and 2017 (3.76), but slightly down from 3.58 in 2018 to 3.22 in 2020. However, experts were more skeptical about the survey's assertion that Kazakhstan's scientific and technological base contributes to the creation of world-class enterprises. Estimates ranged from 2.15 in 2014 to 2.56 in 2020.

Finally, experts were even more skeptical about the claim that there is support in Kazakhstan for scientists and engineers who may want to commercialize their ideas. Estimates gradually increased from 2.12 in 2014 to 3.75 in 2017 before dropping again to 2.42 in 2020. The highest score of 3.75 in 2017 showed that there was some progress in this area, which then gradually faded away.

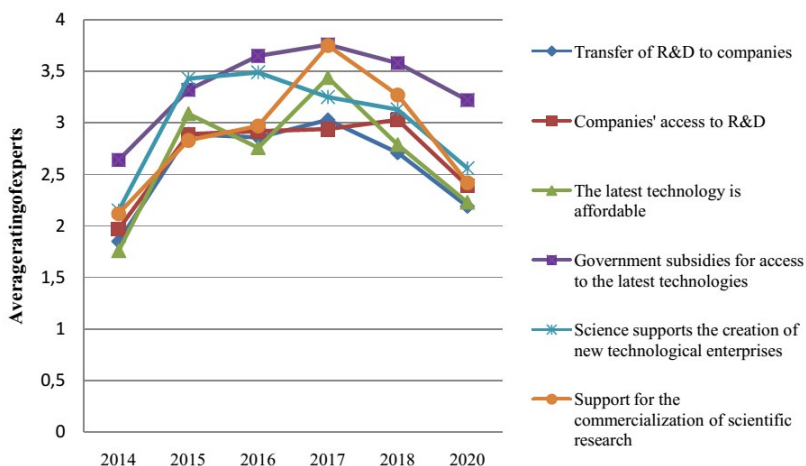


Figure 3 – Assessment by Kazakh experts of R&D transfer, 2020

3 It is important to develop an effective tool for a training system consisting of majors and minors, which are very important for the formation of basic entrepreneurial competencies. Here it is necessary to take into account the fact that not all students need an EP in entrepreneurial activity. Therefore, it is worth considering the various directions for the implementation of entrepreneurial education.

The first direction is most likely for students of entrepreneurial specialties. Here, modules that form both general cultural and general entrepreneurial competencies (softskills) act as majors. When organizing an individual educational trajectory, the student independently chooses those minor modules

that form his narrowly professional technological competencies in the chosen field of entrepreneurship, for example, trading, innovative business, agriculture (farming), etc.

The second direction is for students in specialties that are not related to entrepreneurship. In this case, modules that form general cultural competencies and modules that form narrow professional competencies (hardskills) in the chosen specialty act as majors.

The inclusion of minors in the field of entrepreneurship in the EP expands the educational opportunities for a future specialist, since the acquisition of softskills in the field of entrepreneurship and management allows not only to acquire universal skills, but also significantly increase the demand for a specialist in the labor market (after all, opportunities for starting an entrepreneurial business exist practically on all areas of modern higher education) [17, p. 29].

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Conclusion

The overarching goal of entrepreneurial education should be the ability of universities to commercialize their product and, more importantly, the ability of university graduates to commercialize their innovative ideas through participation in the creation and operation of student start-ups as the basis for future businesses.

In this regard, the current stage of development of higher education in Kazakhstan is characterized by the search for an innovative model of entrepreneurial education. Higher education institutions should become the most important subject of entrepreneurial education, which are not only a tool for training competitive personnel, but also centers for innovative development of the republic's economy. In this regard, today it is important to radically change the degree of participation of entrepreneurial education in the development of the country's entrepreneurship: this area to the formation of entrepreneurship as a sustainable life strategy [17, p. 29].

When creating a model of entrepreneurial education, it is necessary to take into account the recommendations of the evolved Itzkowitz triple helix model, followed by taking into account all five links of the innovative development of society. Thus, the model we talked about above will be innovative and will be based on the mutual integration of all elements of the environment. The existence of a competent entrepreneurial ecosystem in the education system is also important. An appropriate environment for such successful development involves teaching not only theory, but also the application of so-called experimental methods, with the

help of which students acquire knowledge and skills - conducting business games, studying situations and practices, getting to know the experience of successful entrepreneurs and the possibility of practical application of entrepreneurial skills in life. Therefore, we believe that it becomes necessary to introduce disciplines with entrepreneurial competencies («entrepreneurial disciplines») into the programs of all specialties, not only socio-economic or humanitarian, but also technical and natural areas of training. Such disciplines can be profiling and author's courses in such areas as management, marketing, IT, economics, logistics, finance, banking, etc. The issue of introducing the discipline «business planning» into curricula in all specialties in the Republic of Kazakhstan is of great importance. Because writing and formulating the right business plan directly affects the creation and successful conduct of your business. According to G. Itskovich, «in our time, the creation of new organizations has become commonplace in all spheres of life, and therefore entrepreneurship training must necessarily be included in the courses of general education programs. If university graduates are expected to contribute to some extent to the creation of jobs and new businesses, then writing a business plan should be an integral part of the educational program».

It is necessary to consider the inclusion of disciplines with entrepreneurial skills in the curricula of all schools, i.e. covering the entire field of secondary education [18, p. 14].

In addition to the above conclusions, we can say that at present the state, civil society institutions and the population are faced with the task of paying increased attention to the problems and features of the development of social entrepreneurship in Kazakhstan. This is necessary for the reason that in the conditions of a modern market economy, business is increasingly taking on various tasks for the development and improvement of all spheres of public life. And the emergence and development of entrepreneurship not only makes it possible to increase the level of accessibility to certain types of goods and services, but also contributes to the mitigation or even solution of many existing socio-economic problems, which contributes to an increase in the welfare of the population and makes business a reliable partner of the state in the implementation of social and economic policy.

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ҚАЗАҚСТАНДАҒЫ КӘСІПкерлік білім берудің даму үрдісі

Бұл мақалада Қазақстан Республикасындағы кәсіпкерлік білім берудің проблемалық мәселелері қарастырылады. Авторлар кәсіпкерлік білім беруді дамыту мәселелерінің негізгі бағыттарын талдап, кәсіпкерлік университеттердің мемлекеттің әлеуметтік-экономикалық өміріндегі өзекті ролін анықтайды. Мақалада кәсіпкерлік университеттің анықтамасы көрсетіліп, университеттің кәсіпкерлік белсенділік деңгейін бағалауға және оның қызметін стратегиялық жоспарлауға мүмкіндік беретін модель ұсынылады. Сондай-ақ, авторлардың пікіріне білім алушы жас мамандардың

болашақта қоғамның инновациялық дамуына белсенді қатысуы үшін олардың кәсіпкерлік дағдыларын қалыптастырудағы университеттердің басым рөлі айтылып, жоғары білім беру парадигмасының қазіргі заман сұранысына қажетті өзгеруіне байланысты кәсіпкерлік білім берудің оңтайлы моделін іздеу мәселелері алдыға қойылады. Жоғары білімнің жаңа парадигмасының тиісті деңгейде қызмет етуі үшін орта және жоғары кәсіптік білім беру жүйелерінде жүзеге асырылатын және тиісті кәсіпкерлік мәдениетті қалыптастыратын кәсіпкерлік білім берудің тиімді бағдарламаларынан бастау алатын кәсіпкерлік мәдениетті қалыптастыратын сауатты кәсіпкерлік экожүйенің қалыптасу маңыздылығы көрсетіледі.

Авторлардың мақаласында дұрыс жолға қойылған инновациялық мәдениет білім экономикасын алға жылжыту мен дамытудың кілті болып табылатындығы мәлімденеді. Жалпылама айтқанда автор білімнің, соның ішінде кәсіпкерлік білімнің маңызын жоғарылатуда инновацияның үштік спиралінің эволюциясы мысалын негізге алады.

Осылайша мақалада кәсіпкерлік білім беруді дамыту бойынша ұсыныстар берілген, университеттер қызметінде осы саланы дамытудың негізгі бағыттары мен проблемалары сипатталған.

Кілтті сөздер: жоғары оқу орындары, жоғары білім, парадигма, кәсіпкерлік университет, кәсіпкерлік білім, инновацияның үш спираль моделі, төрт спираль, бес буынды спираль.

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ТЕНДЕНЦИЙ РАЗВИТИЯ ПРЕДПРИНИМАТЕЛЬСКОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ

В данной работе рассматриваются проблемные вопросы предпринимательского образования в Республике Казахстан. Авторы анализируют основные направления проблем развитие предпринимательского образования, определяет актуальную роль предпринимательских университетов в социально-экономической

жизни государства. Так же в статье говорится о важной роли вузов в формировании предпринимательских навыков у обучающихся для их активного участия в инновационном развитии общества. Актуализированы вопросы поиска оптимальной модели предпринимательского образования в связи с сегодняшними изменениями парадигмы высшего образования. Новая парадигма высшего образования предполагает существование грамотной предпринимательской экосистемы, которая должна брать начало с эффективной программы предпринимательского образования, осуществляемая в системах среднего и высшего профессионального образования и формирует соответствующую предпринимательскую культуру. Авторы утверждают, что правильно артикулируемая инновационная культура является ключом для продвижения и развития экономик знаний. Обобщая все сказанное в статье автор полагает что для повышения значимости образования, в том числе предпринимательского рассматривает важнейшей на примере эволюции тройной спирали инноваций.

В статье даны рекомендации по развитию предпринимательского образования, описаны ключевые направления и проблемы развития этой сферы деятельности университетов.

Ключевые слова: вузы, высшее образование, парадигма, предпринимательский университет, предпринимательское образование, модель тройной спирали инноваций, четверная спираль, пятизвенная спираль.

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