

SCIENTIFIC THEORIES AND CONCEPTS OF ENTREPRENEURIAL UNIVERSITIES DIRECTED TO INNOVATIVE ACTIVITY

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Abstract: The scientific research illustrates that innovative to work directed entrepreneur of universities importance and their scientific theoretical basics about concepts analysis will be done. Universities, world economy and technologies soon changing in conditions, scientific and research activity effective organization to do, new innovative products creation and society to their needs adaptation through own positions is strengthening. In the article of universities entrepreneurship abilities to develop directed concepts and theories as well as their science and work to release between contacts in reinforcement place seeing will be released. Innovative to work directed universities successful development for new work models and socio-economic to the requirements adaptation mechanisms work on the way out important to the point owner

Keywords: innovative activity, entrepreneur universities, scientific theories, innovative concepts, university and entrepreneurship, science and work release, socio-economic requirements, education and innovation, development strategies of universities developments.

Scientific ideas and approaches to the formation of the scientific paradigm of entrepreneurial HEIs aimed at implementing innovative activities allow us to highlight the following trends:

- At the end of the 20th century and the beginning of the 21st century, the tasks of higher education institutions in creating, accumulating, preserving, transmitting, and disseminating knowledge in society are relevant;
- technologies formed through the production and sale of science-intensive and high- tech products with the participation of the scientific-research sector are recognized as the main factors of economic competitiveness;
- entrepreneurial universities make a significant contribution to ensuring the increase of economic competitiveness by implementing integrated cooperation and innovative activities in socio-economic systems.

Theoretical and methodological foundations of the entrepreneurial university theory D. Williams, G. Itskowitz, L. Leitsdorf, D. Formed by Salmi. The scientific paradigm of the entrepreneurial university (ETM) has rich theoretical resources, which focus on the issues of commercialization of the results of innovations and the formation of effective transfer of the created knowledge and technologies. We will touch on some of the main scientific theories and concepts systematized that influence the genesis of the entrepreneurial university (ETM) scientific paradigm.

The main idea of the theory of large cycles of economic conjuncture (1920s, Kondratiev N.D.):

- Scientific and technological innovations are an important factor in restructuring the economic structure.

Theory of innovative development (1930s); Schumpeter J.A. main idea:

The locomotive of economic development is innovation in a dynamic process, in which new technologies replace old ones, and this process is called "creative destruction." The essence of the economic development of society is ultimately determined by the process of implementing innovations by innovative entrepreneurs, which ultimately ensures the growth of labor productivity and general well-being.

Theory of the knowledge economy (1960s) Drucker P.; Makhlop F.; Makarov V.L., Kleiner G.B. main idea:

generally accepted that the main factors of economic growth and development are intangible: knowledge, human capital.

Theory of cluster development and interregional competition (1990s) Porter M.; Enright M.; Cook F. main idea:

This economic theory introduces the term "cluster", which is defined as "a group of geographically adjacent companies and their affiliated organizations, united in a certain field and engaged in common activities that complement each other." A cluster-based approach to increasing the competitiveness of the economic system is justified.

The concept of technological systems and innovative development (1980s) Glazyev S.Yu.; Perez K.; Yakovets Y.V. main idea:

It reveals the essence of long-term technical and economic development based on the process of successive replacement of technologically interconnected large production complexes (technological systems). Technological systems determine the level of competitiveness of products and implement a whole range of basic innovations. The concept justifies the transition of modern long-term technical and economic development to the sixth technological system, which will be an impetus for innovative development.

The concept of knowledge and technology transfer (late 1980s) Argot L., Ingram P.; Matkin D.; Raisman A.; Grudzinsky A.O., Bednyy A.B.; Mindeli L.E., Kazantsev L.K.; Fonstein N. main idea:

Describes the organizational processes and systems that ensure the transfer ("transfer") of the created knowledge and technologies to socio-economic systems of various levels and types (organizations, firms, enterprises, regional, national, global economic systems, etc.). Possibilities of knowledge transfer are explored in the "State-Private Sector" system.

intellectual capital (mid-1990s) Edvinsson L.; Malone M. [146] The main idea:

The concept offers the economic justification of an intellectual organization, a firm based on the formation of high-quality intellectual capital (creative product of human capital, intangible assets, structural capital).

The concept of "triple spiral" (early XXI century) Itskovits G.; Leydesdorf L. Main idea:

It describes the inter-organizational interaction between three institutions (science (or HEIs) - state-business) at each stage of creating an innovative product. Such interaction in a spiral structure allows HEIs to adopt and apply some of each other's features.

The concept of "open innovation" (2003) Chesbro G., Christensen D., Olsen M., Hippel E, Monastirny EA, Grik Ya.N. main idea:

The effectiveness of innovative activity increases due to the growth of communication and cooperation between all participants of the innovative process.

The concept of innovative university (OTM), (2000s) Asaul A.N., Kaparov B.M., Vladimirov A.I. main idea:

Conclusion. The concept proposes and substantiates the need to develop educational activities, scientific-technical (scientific-research, experimental-constructive, technological works) activities, entrepreneurial activities as an innovative component in the list of activities of higher education institutions, using the intellectual potential and innovative qualities of the environment of students and teachers of higher education institutions.

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