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# COMPARATIVE ANALYSIS OF THE INTEGRATION POTENTIAL OF UZBEKISTAN'S HIGHER EDUCATION INSTITUTIONS AND ITS EFFECTIVENESS

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## ABOUT ARTICLE

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**Abstract:** In this article, a comparative analysis of the integration potential of Uzbekistan's higher education institutions and its effectiveness was carried out and the results were obtained.

## INTRODUCTION

As a result of the rapid changes in the global consumer market and the acceleration of digital technologies, the idea of brands is now giving rise to service brands. The desire to join the modern industrial world requires the creation of competitive personnel capable of quickly adapting to the needs of the rapidly changing labor market, which in turn requires the introduction of innovations into the higher education system. In the conditions of globalization, the future of our country cannot be imagined without enterprising, strategic thinking, educated and qualified personnel of the new generation. That is why special emphasis is being placed on the development of all aspects of education in our country.

Ensuring the competitiveness of the national economy in the conditions of today's globalization, rapid development of science and technology in the world, by training highly qualified specialists with in-depth modern knowledge, achieving wide implementation of innovative scientific developments in production, puts new high demands on science, education and production. In the world, special attention is paid to scientific research on improving mechanisms of management of science, education and production, innovation cluster infrastructure. In this regard, the ongoing research on the support of innovative activity infrastructure entities, effective management of targeted development of the innovation market, and improvement of the mechanism of providing investment to startup projects of innovative activity entities has an important place.

## LITERATURE REVIEW

The issues of theory, methodology and practice of integrated activities of science, education and production (business), especially the need for socio-economic development of its innovative aspects, are particularly relevant.

In the international experience, a number of studies on the management and organization of innovation processes have been conducted. Including J. Bírne, T. Jorgen, T. Loukkola, G. Ates, K. Holländer, N. Koltcheva, S. Krstíc, F. Rarada, Yuerodoc Survey Í., R. Altbach, F.E. Sheregí, M.N. Stríkhanov, T. Kealey, F. Alberício, Í.N. An example of this is the work of scientists such as Humreter.

Scientific research on the development of innovative activity and management system in Uzbekistan K.Kh. Abdurakhmanov, O.K. Abdurakhmanov, A.Sh. Bekmurodov, H.M. Imamov, N.K. Yoldoshev, N. Makhmudov U.Sh Yusupov, H.M. Abdusattorova, G.K. Tarakhtieva, I. Ismatov, B.Sh. Usmonov, M.Q. Kadirov, J.D. Eltazarov, T.Z. Teshaboev, T. Shodiev, Sh.A. Atamuradov, Conducted by M. F. Hakimova, A. O. Ochilov, Sh. Otajonov and other scientists.

The development of the integration relations of science, education and production systems can be carried out in the conditions of the development of cooperation and integration processes. The cluster approach and its role in increasing the level of innovative activity in the economy are mainly considered in the scientific works of foreign researchers, including E. Dakhmen, A. Marshall, M. Porter, S. Rosenfeld, D. Sole, I. Tolenado, V. Feldman. , M.Enright et al.'s researches can be singled out. Principles and problems of cluster organization in the territory of Russia M. Afanasev, L. Myasnikov, N.N. Vnukova, K.V. Ekimova, V.A. Kundius, L.S. Markov, K. Nikolsky, V.F. Stukach, V.V. Scientists like Titov have reflected in their scientific works.

## ANALYSIS AND RESULTS

Despite the multitude of models, the main trend defining the changes in the modern university is its transition from the University 1.0 model to the University 3.0 model.

University 1.0 is only engaged in educational activities, it carries out the transfer of knowledge, personnel training and social development.

University 2.0 is a research university that simultaneously fulfills two missions - teaching and research. University 2.0 functions include the creation of new knowledge through research activities and consulting services for market participants. University 2.0 carries out research and development works on industrial orders and creates "custom" technologies. The main task of such a university is the reproduction of new knowledge, and personnel training is included in the scientific process.

University 3.0 has a higher status because it has a third mission - commercialization of knowledge and technologies. Such a university manages intellectual property rights, forms an entrepreneurial ecosystem, promising technological markets, and becomes a platform for creating the country's economic superiority on a global scale. It is these universities that define the face of the modern technological revolution.

Despite the popularization of the concept of the 3.0 mission of universities and the solidarity of researchers and representatives of the scientific and innovative sector at various levels that universities should develop as centers of innovative entrepreneurship, at this stage there is a lack of scientific and methodological developments for the effective transition of higher educational institutions to the 3.0 model.

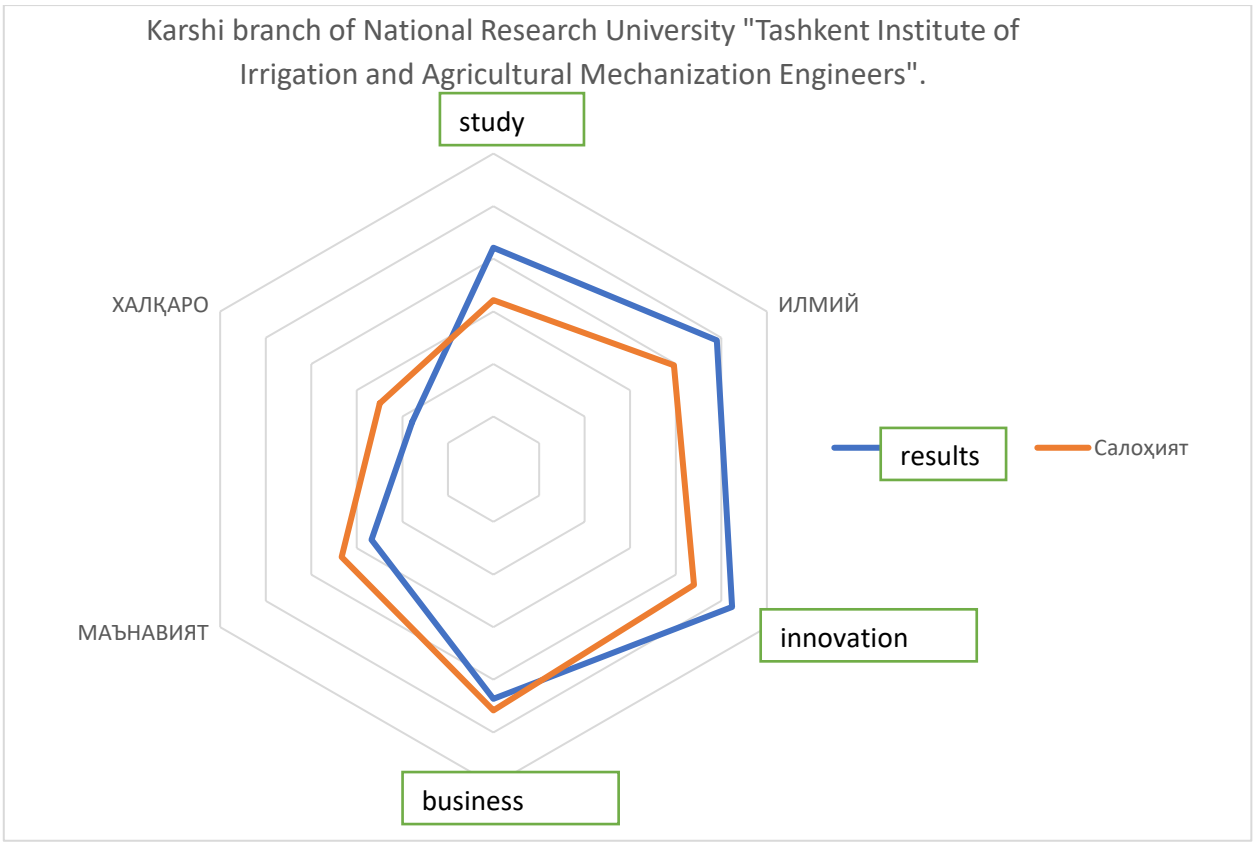
According to the general conclusion "University 3.0", experts understand a higher education institution that studies the world, conducts project work and creates new practices. The educational process in it ceases to be static, with the rapid obsolescence of standard training courses. In addition to classrooms,

libraries and laboratories, University 3.0 has business incubators, technology parks, project offices and special platforms for communication with external representatives. However, this is a rather "structural" view, and it still does not answer the question of how the management system of a higher education institution should develop in this case.

In terms of methodology, education is divided into two levels - context and model. The socio-economic reality of the modern higher education of the first level and the strategic systems of the concepts of social development are analyzed, and these systems show the general changes of the university in the context of management policy. At this level, socio-economic analysis methods of the development of institutional systems, elements of cultural and historical epistemology and axiology are used as methodological tools. The description of University 3.0 is constructed at the second level as a set of interrelated models with key features identified in the context analysis phase. It uses methods of socio-economic simulation of inter-institutional interaction and the theory of innovation processes, cultural and historical reconstruction, structural-functional analysis of institutional systems and social movements. Comparative analysis of source data is used during the research.

As we mentioned above, the important aspect of the proposed methodology is that the leaders of higher education institutions responsible for making management decisions can first of all independently evaluate what results they are achieving using the overall integration potential, as well as whether they are able to achieve a functional result in accordance with the functional potential.

According to our calculations, such higher educational institutions as the Karshi branch of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers", the Bukhara branch of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers", the Karshi branch of Tashkent Information Technologies achieved many integration results. In terms of functional areas, the highest indicators were recorded in the growth of scientific activity at the Karshi branch of Tashkent information technologies. The Karshi branch of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" and the Bukhara branch of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" achieved high results in innovative activities.


Karshi branch of National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers".
study
ИЛМИЙ
innovation
business
МАЪНАВИЯТ
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results
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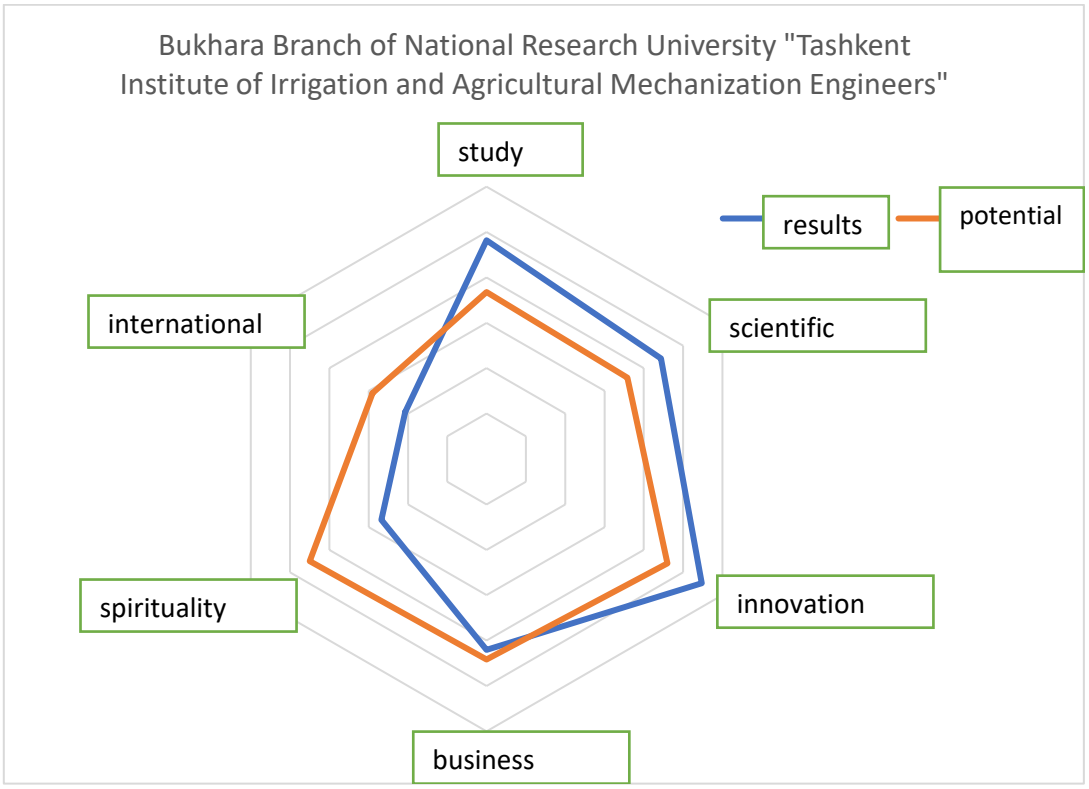
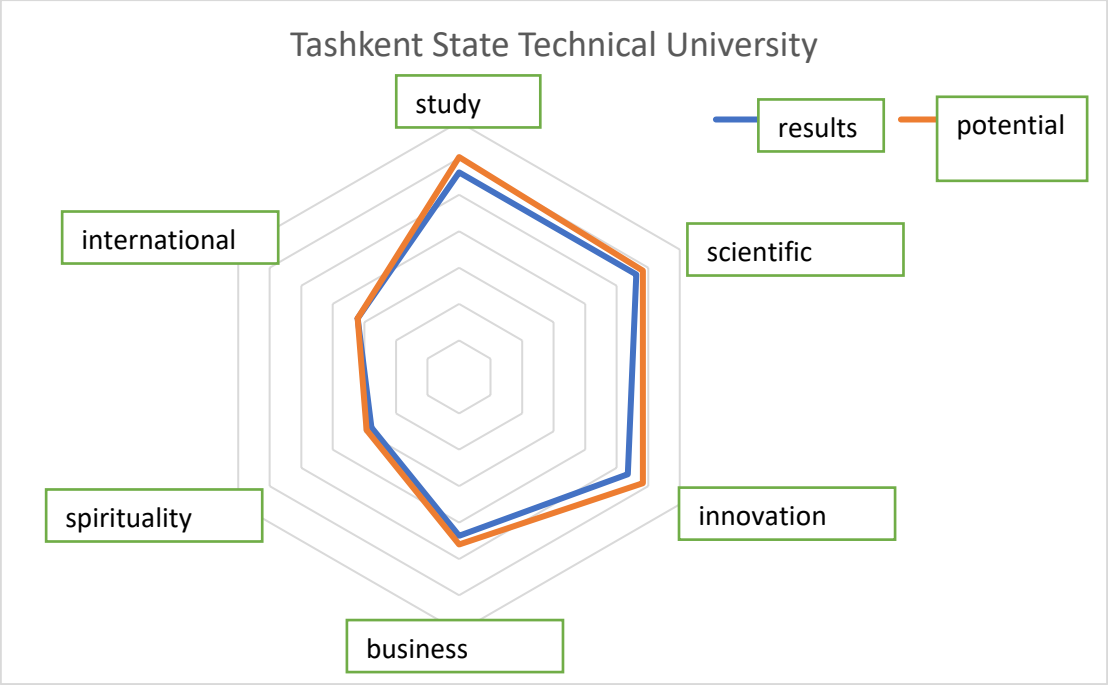

Bukhara Branch of National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"
study
results
potential
scientific
innovation
business
spirituality
international




Tashkent State Technical University, Bukhara Institute of Engineering Technology, and Tashkent University of Architecture and Construction were identified as the universities that used their integration potential the least. We can see that the biggest difference occurred in all three higher education institutions in terms of spiritual-educational and physical education, international cooperation activities. Therefore, the management of relevant higher education institutions should pay more attention to these areas.

## CONCLUSIONS

In summary, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" MTU, Tashkent State Technical University and Namangan Institute of Engineering Technology recorded the highest performance among higher education institutions. "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" MTU, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University Bukhara Branch, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University Karshi Branch, Tashkent State Transport University, Navoi the functional block components of the state mining institute showed a result of more than 10 points. The reason for this is that the functional correction coefficient is increased to high values. Higher education institutions such as Tashkent State Technical University, Tashkent State Technical University Almalyk branch, Tashkent State Technical University Kokan branch have the lowest integration results. Tashkent State Technical University Olmaliq branch has an absolute 1 point on the functional blog of international activity. This indicates that all indicators for this type of activity were at the lowest level. Since all the mentioned higher educational institutions were founded in the last 5 years, they could not fall into the pattern of purposeful and systematic improvement of their work activity. It is clear from the table that the higher education institutions named above should pay more attention to the development of the following areas in the future: innovative activities, spiritual and sports activities and international cooperation activities.

According to the author, "University 3.0" is not only innovative leadership, but also an improved model for managing scientific-innovative development based on a qualitatively new strategic approach, which requires the creation of missing elements of the scientific-innovative and educational system of a higher

educational institution. Transforming higher education institutions into third-generation universities, ensuring organizational and resource stability of the institution is directly related to the use of improved methods, mechanisms and management tools that allow creating conditions for qualitative and dynamic reproduction of scientific and innovative potential.

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