



## ISSUES OF FORMATION OF A MANAGEMENT MECHANISM FOR ENTREPRENEURSHIP UNIVERSITIES IN THE CONDITIONS OF TRANSFORMATION OF THE ECONOMY OF UZBEKISTAN

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### Abstract

In a constantly changing economic system, entrepreneurial universities are becoming a priority in the education and innovation system. This article examines the process of forming a management mechanism for an entrepreneurial university in the context of economic transformation. The formation of an effective management mechanism for an entrepreneurial university requires an integrated approach that takes into account internal and external development factors. The author examines the essence of the management mechanism and methods of influencing this mechanism within the framework of the entrepreneurial model of higher educational institutions.

**Key words:** entrepreneurial university, mechanism, management, transformation, economics, competitiveness.

### ВОПРОСЫ ФОРМИРОВАНИЯ МЕХАНИЗМА УПРАВЛЕНИЯ ПРЕДПРИНИМАТЕЛЬСКИМИ УНИВЕРСИТЕТАМИ В УСЛОВИЯХ ТРАНСФОРМАЦИИ ЭКОНОМИКИ УЗБЕКИСТАНА

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### Аннотация

В условиях постоянно изменяющейся экономической системы, предпринимательские университеты становятся приоритетными в системе образования и инноваций. В данной статье рассматривается процесс формирования механизма управления предпринимательским университетом в условиях трансформации экономики. Формирование эффективного механизма управления предпринимательским университетом требует комплексного подхода, учитывающего внутренние и внешние факторы развития. Автор исследует сущность управленческого механизма и методы воздействия на данный механизм в рамках предпринимательской модели высших образовательных учреждений.

**Ключевые слова:** предпринимательский университет, механизм, управление, трансформация, экономика, конкурентоспособность.

### O'ZBEKISTON IQTISODIYOTINI TRANSFORMATSIYALASH SHAROITIDA TADBIRKORLIK UNIVERSITETLARINI BOSHQARISH MEKANIZMINI SHAKLLANTIRISH MASALLARI

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*Ilmiy ishlar va innovatsiya bo'yicha dekan muovini, O'zbekiston davlat jahon tillari universiteti, Tashkent, O'zbekiston Respublikasi*

### **Annotatsiya**

Doimiy o'zgarib turadigan iqtisodiy tizimda tadbirkorlik universitetlari ta'lim va innovatsiyalar tizimida ustuvor yo'nalishga aylanmoqda. Ushbu maqola iqtisodiy transformatsiyalar sharoitida tadbirkorlik universitetini boshqarish mexanizmini shakllantirish jarayonini ko'rib chiqilgan. Tadbirkorlik universitetining samarali boshqaruv mexanizmini shakllantirish ichki va tashqi rivojlanish omillarini hisobga oladigan kompleks yondashuvni talab qiladi. Muallif boshqaruv mexanizmining mohiyati va ushbu mexanizmga ta'sir etish usullarni oliy ta'lim muassasalarining tadbirkorlik modeli doirasida tadqiq qilgan.

**Kalit so'zlar:** tadbirkorlik universiteti, mexanizm, boshqaruv, transformatsiya, iqtisodiyot, raqobatbardoshlik.

### **Introduction**

The needs of modern society determine the implementation of transformational changes in the socio-economic sphere of the state. Transformation of the economy is associated with a number of processes, such as changes in the structure of production, changes in demand and supply in the market, changes in priorities in economic policy.

In the conditions of economic transformation, the education system plays a major role in these changes, forming values, beliefs, and skills of people and facilitating social mobility. States that have a highly effective higher education system that meets the modern criteria of the educational market can join the ranks of the developed countries of the world. In turn, globalisation, digitalisation and changing requirements to staff competencies require higher education institutions to change not only in the educational sphere, but also in developing international cooperation and attracting additional sources of funding.

At the present stage, the system of higher education is in the stage of transformation. The priorities of educational institutions are changing, the requirements of the educational services market are changing, and there is a tendency of transition to entrepreneurial activity. The model of the entrepreneurial university (University 3.0) has historically developed as a centre for education and science, and it was not until the 1990s that the concept of the "triple helix", which is a trinity of science, education and technological innovation, was born.

In Uzbekistan, as in many other countries, the entrepreneurial model of universities has become popular in recent years. It allows universities to develop their educational, scientific and innovative activities in accordance with modern requirements and taking into account international experience.

According to the Decree of the President of the Republic of Uzbekistan "On Approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030", it is expected to raise the content of higher education to a qualitatively new level, to establish a system of training highly qualified personnel who are able to find their place in the labour market, to make a worthy contribution to the stable development of the social sphere and sectors of the economy [11]. In addition, it is

necessary to ensure the academic independence of higher education institutions and gradually introduce the concept of "University 3.0".

The relevance of the research topic lies in the fact that the higher education system within the transformation of the state economy is in the stage of transition from the traditional model of universities to the entrepreneurial one, and the mechanism of management of these universities plays a key role.

### **Materials and methods**

The theoretical basis of the study was the scientific works of domestic and foreign scientists in the field of management, economics and organisation of higher education system, materials of scientific and scientific-practical conferences on the problems of development of higher education and management of higher education institutions. These issues in the study are considered in the works of foreign scientists such as Etzkowitz H. [2], Clark B. [3], Milner B. [7], Kulman A. [4], Raizberg B. [10], Lysenko Y.[5], Egorova P. [10], Lozovskaya L. [10], Starodubtsev E. [10] and others. Among domestic authors, it is necessary to note the works of Davlyatova G. [13], Abdullaeva S. [13], Nurimbetov R. [9], Ibragimova N. [1] and others.

The study applied methods of theoretical analysis of sources, systematic approach, and method of logical analysis, as well as generalisation, which allowed us to determine the features of the organisational and economic mechanism of higher education institutions.

### **Analysis of thematic literature**

Globalisation of the economy requires from national education systems constant adaptation and transformation, which is an important condition for the formation of entrepreneurial universities [9].

One of the important directions of modernisation of the education system is the development of an effective mechanism of management of entrepreneurial-type universities, which can ensure sustainable development of the educational system in a market economy. After all, it is entrepreneurship, commercialisation of services and research that is an important tool for the development of innovations, development and implementation of educational programmes, job creation and increasing the competitiveness of the economy.

In today's increasingly competitive environment, higher education institutions are tasked not only to provide a high level of quality education, but also to create conditions for the involvement of students and faculty in entrepreneurial activities. The global transformation of higher education in the transition from a traditional university to an entrepreneurial one is based on the triple helix model, which was developed by Henry Etzkowitz. The triple helix model is "a network mechanism of coordination of actions and formation of public consensus in decision-making, based on the principle of collaboration ("coordination of actions outside the hierarchy)" [2].

The management mechanism of higher education institutions can be considered as a holistic system of its functioning. It includes a number of characteristics such as organisation of the education system, governance, management, methodology, training, management, finance and others. The mentioned characteristics contribute to ensuring sustainable activity, growth and development of educational institutions, ensuring their stability and supporting their effective development.

According to the economic dictionary there is a definition of the term "mechanism", which means "a sequence of states, processes that determine some action, phenomenon", or "a system, a device that determines the order of some kind of activity" [12]. There is also another definition of the concept "mechanism is a set of organisational structures, specific forms and methods of management, as well as legal norms, with the help of which the economic laws operating in specific conditions and the reproduction process are implemented" [10].

According to Milner B. organisational and economic mechanism is aimed at ensuring responsibility for achieving certain results, formation of certain goals, competent division of resources, as well as at stimulating motivational processes in the participants of this activity [7]. The author indicates the orientation of the organisational and economic mechanism. However, in our opinion, there is no clear delimitation of the mechanism functions (forecasting, regulation, pricing). Legal and information support of performance is not taken into account.

According to Kuhlmann A., economic mechanism can be defined by "either the nature of the initial phenomenon or the result of a series of phenomena" [4]. The author suggests that the mechanism by its nature is a model of interaction of all elements of the organisation. The result of the organisation's activity depends on all constituent elements (planning, process, result). This definition is more complete, reflecting the various elements of functioning.

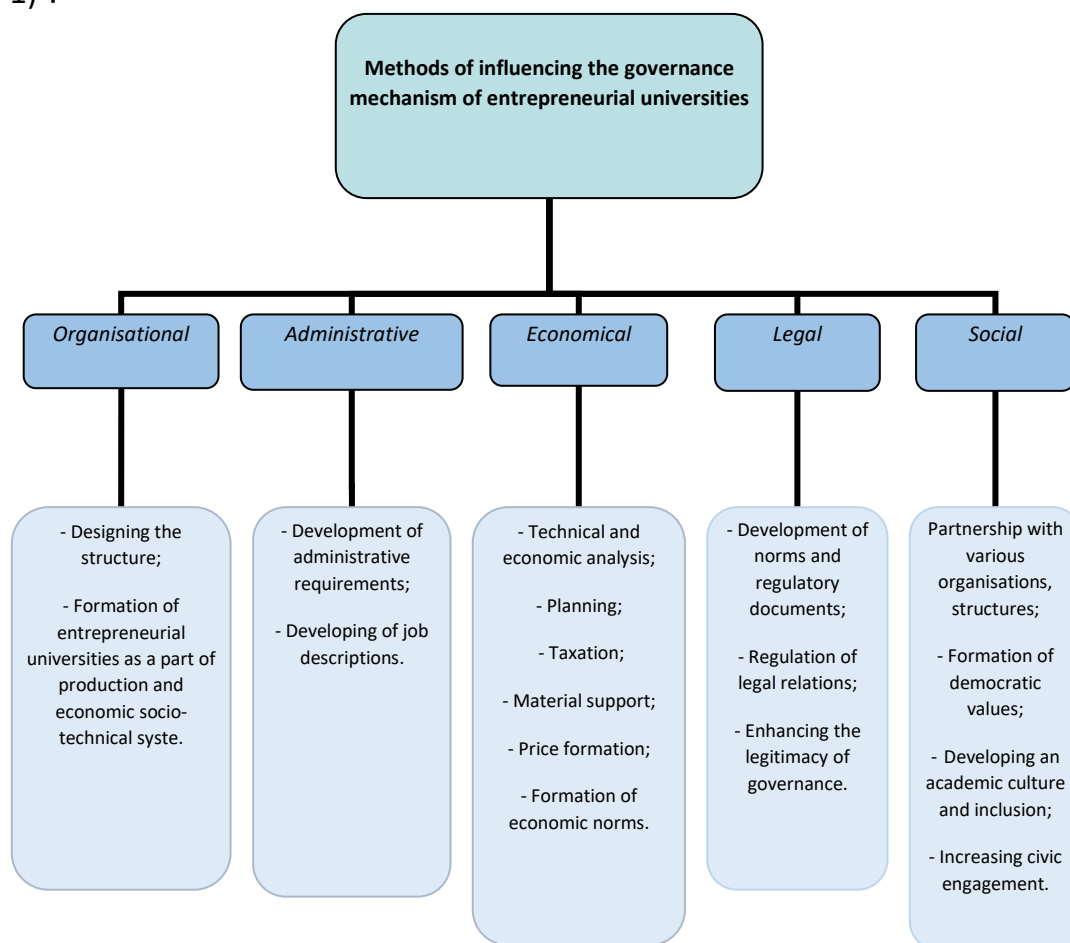
The opinion of Lysenko Yu., Egorova P. deserves to be noted, where the organizational and economic mechanism is a system that forms goals and incentives for the dynamic use of the material and spiritual needs of people in the production process. In this case, labor activity is aimed at meeting the demand of the consumer market [5]. The authors' approaches do not specifically substantiate the designated elements; they combine goals, functions, and ensuring results. However, there are no performance assurance subsystems.

In our opinion, the management mechanism is an integral system of methods, a set of elements, forms that reflect on economic, organisational, administrative, legal, social processes that occur in higher education institutions. The effectiveness of the management mechanism should reflect all hierarchical functions of implementation, systems of goals, analysis of the activities carried out, leverage, risk consideration.

## **Results**

Our own observations and special studies in this regard have shown that the transformation of higher education institutions can be characterised as a complex multifaceted process that starts not from the national (state level), not from the activities of the teaching staff, but from the collective association. Collaboration of teaching staff, administration, departments of higher education institutions in the conditions of economic transformation is aimed at creating new innovative structures, processes, adaptive changes. On the basis of this trend in the conditions of market economy in higher education institutions it is necessary to form the concept of entrepreneurship. Entrepreneurship is an important tool for the development of innovations, development and implementation of educational programmes, job creation and increasing the competitiveness of the economy [6]. Entrepreneurship can raise the university to a new level, improve its reputation and the quality of its activities.

The emergence of managerial, organisational and economic problems in this sphere is undoubtedly connected with the lack of a certain development and management strategy, correct distribution of funding, and low level of mastery of the market mechanism. The improved mechanism of functioning of higher education institutions is formed by means of reorganisation of the existing educational system, application of positive world experience and improvement of intra-organisational elements, which increase the level of organicity and adaptability of educational processes to changing internal and external processes. It should be emphasised that the management mechanism of entrepreneurial-type higher education institutions is based on organisational-administrative, economic, institutional, legal, social and impact methods (Figure 1)<sup>1</sup>.



**Figure-1. Methods of influencing the management mechanism of entrepreneurial universities.**

Organisational methods include designing the structure of an entrepreneurial university, defining goals, establishing working processes, and forming a higher education institution as part of a production and economic socio-technical system. This method is aimed at ensuring the optimal use of resources, fulfilment of tasks of established goals, creation of conditions for effective communication between different departments and employees. The application of this method allows working with the maximum use of the

<sup>1</sup> Figure-1. Methods of influencing the management mechanism of entrepreneurial universities. Source: formed by the author on the basis of the research results.

potential of working staff, reducing costs and increasing the overall efficiency of higher education institutions.

The administrative method includes the formation of organisational structure, development of administrative requirements, competent selection of highly qualified personnel, development of job descriptions, standards, development of motivation to rationalise the organisational structure. This method promotes centralised decision-making on the basis of existing rules and procedures, clear distribution of responsibilities and authority, formation of hierarchical structure of higher education institutions.

In turn, the economic method includes technical and economic analyses, planning, material support, taxation, pricing and formation of economic standards. This method contributes to the establishment of financing from various sources of income, incentivising employees, identifying risks. At the same time, the effectiveness of the economic management mechanism is aimed at improving the competitiveness of entrepreneurial universities in the market of educational services.

The legal method consists in the development of norms and normative documents, regulation of legal relations, realisation of acts of rights and obligations, determination of work standards, increasing the legitimacy of management according to the established legislation. This method allows regulating the activities of higher education institutions and their relationships with other organisations, educational institutions, public and private bodies.

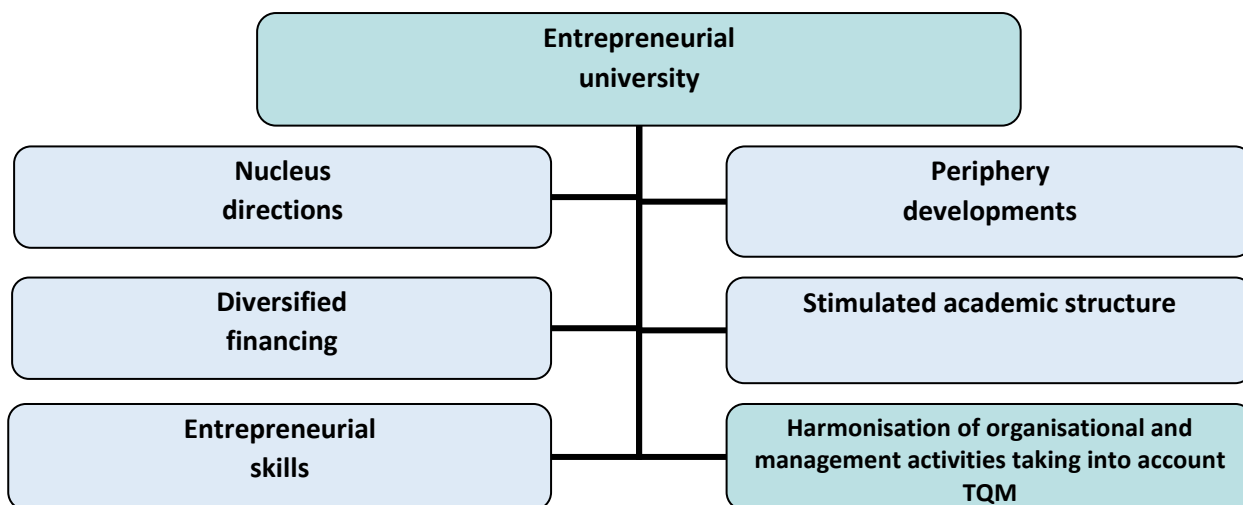
The social method is based on interaction with various social groups, formation of culture and values, as well as ensuring social responsibility and participation in public life. This method consists in partnership with various organisations, structures, formation of democratic values, development of academic culture and inclusion, increasing civic activity. The social method of management is aimed at creating a favourable psychological atmosphere in the team.

The main purpose of improving the management system of higher education institutions is to ensure their competitiveness and development in the conditions of the educational services market. Transformation of higher education institutions is connected with macro and micro spheres. Changes in the system of entrepreneurial universities can be both institutional and functional. These changes complement each other. Institutional changes are related to changes in the structure itself, including the funding system, the ratio of budget higher education institutions and universities with financial independence, as well as the ratio of the number of state and non-state institutions. Functional changes consist in the organisation of the educational process, scientific research, etc. [8].

Scientists Davlyatova G., Abdullaeva S. in their works note that one of the main issues in the development of higher education institutions is the formation of new sectors of production and services, working on the basis of high technologies with the introduction of research activities conducted in a higher educational institution [13]. Entrepreneurial universities serve to increase competitiveness and strengthen regional integration of universities "as a factor of economic and social development" [1].

It is important to emphasise that the transformation of higher education institutions into entrepreneurial ones is based on certain elemental characteristics (Figure 2)<sup>2</sup>. Among

them, we can distinguish the directional core; developmental periphery; diversified funding; incentivised academic structure; and entrepreneurial skills [3].



**Figure -2. Elemental characteristics of the formation of entrepreneurial universities.**

The core direction of entrepreneurial universities is usually built on key principles that define their philosophy and purpose. This direction is based on the interaction of traditional academic values with managerial values. The development periphery aims to increase linkages and build active partnerships with business and society. This one helps entrepreneurial universities to stay abreast of business changes, stakeholder interest and societal needs. The process of interdisciplinary interaction is beginning. An important aspect is the research activity, which is project-oriented and of great importance for the socio-economic development of society. Financial support is necessary for the development of higher education institutions. Every year the share of state funding of the education system is decreasing. Entrepreneurial universities in modern society strive for the trend of outperformance, making efforts to find funds from other sources of income. A diversified funding base is an important component of successful funding and development of entrepreneurial universities. Revenue includes not only the receipt of educational grants, contracts, but also revenue from the business community. Various sources of funding are attracted from commercial organisations, charitable foundations, research contracts with industrial companies, as well as funds from the sale of educational services and scientific developments [3].

Characteristically, the transition to the entrepreneurial model in the Republic of Uzbekistan is associated with an annual increase in the level of competition between higher education institutions. It is important to note that the increase in demand for education is associated with the expansion of access to higher education, opening of new higher education institutions and their branches in the territory of the Republic of Uzbekistan (Table 1)<sup>3</sup>.

According to an analysis of data from the Statistics Agency under the President of the Republic of Uzbekistan, the number of higher education institutions increased by 29.4

per cent from the 2019-2020 academic year, including a 56.2 per cent increase in the number of foreign higher education institutions.

**Table-1**

**Number of higher education institutions in the Republic of Uzbekistan.**

<b>Indicators</b>	<b>2019-2020 academic year</b>	<b>2020-2021 academic year</b>	<b>2021- 2022 academic year</b>
Number of higher education institutions	119	127	154
including the number of foreign higher education institutions	16	18	25

Entrepreneurial universities, unlike traditional universities, are more adaptive. At the same time, they are closely interconnected. Traditional universities provide a platform for entrepreneurial universities to conduct various research and academic activities. The entrepreneurial university model is the approach that allows universities to develop their activities using the principles of entrepreneurship [14]. Interaction with the labour market and business allows entrepreneurial universities to prepare in-demand highly qualified specialists capable of responding to the changing needs of the economy [9].

It should be noted that an important element in the functioning of an entrepreneurial university is an integrated entrepreneurial culture. It forms entrepreneurial thinking, skills of creation and management of innovative projects among the teaching staff and students. Entrepreneurial culture implies the creation of conditions for the development of entrepreneurial competences (creativity, leadership, innovativeness, leadership) [3].

In our opinion, these characteristics help define the development trajectory, attract investors' attention, and form an internal and external entrepreneurial ecosystem.

At the same time, we believe that another significant element of the transformation of higher education institutions is to ensure the harmonisation of university organisational activities with the requirements of the Total Quality Management (TQM) system. This mechanism will help to improve communication, work efficiency and coordination between different units of the university, as well as the quality of educational programmes and research. In addition, it will be possible to use the university's resources, such as time, finances and human factor, more efficiently.

**Discussion.**

An important goal of management of entrepreneurial universities is to minimise the risks of their innovative activity through effective management and distribution of available resources. Based on the above, it is logical to assume that the content of the management system of entrepreneurial-type higher education institutions includes not only the tasks directly related to the organization of educational and research programmes, but also increasing the independence of higher education institutions, competition of their educational services in the labour market. Transition to market

relations, modernisation of the higher education system, and formation of the mechanism of higher education institutions' management require solving the following tasks:

1. Defining the mission of an entrepreneurial university, its values and individual motivational factors. One of the important directions of entrepreneurial universities is the goal to become an international centre of education and research, including the fields of entrepreneurship and innovation, collaborating with higher education institutions, research centres, and business incubators around the world.

2. Formation and solution of strategic (long-term) goals and objectives that have a long-term orientation and cover all aspects of higher education activity. Strategic goals are formed in conditions of complex forecasting of their implementation (creation of educational programmes, formation of faculties, departments, creation and expansion of branches, etc.). Entrepreneurial universities strive to provide high quality practice-oriented education with a focus on the development of skills and competences necessary for success in business and career.

3. Formation of medium-term targets. The regulation period in this target group is somewhat shorter than in the strategic group and ranges from 1 to 3 years. During this period, entrepreneurial universities seek to improve their academic ranking by offering high quality programmes, conducting research activities and establishing cooperation with other universities. Higher education institutions seek to renew and expand their infrastructure (building new academic buildings, dormitories, laboratories, etc.). In addition, entrepreneurial universities seek new sources of funding (grants, contracts, fundraising), etc.

4. Short-term (tactical and operational) goal setting. This category has a fixed time - from 1 day. They are directly related to the realisation of long-term and medium-term perspectives of the higher education institution. Within the framework of these objectives, entrepreneurial universities regularly hold events to attract attention to the university and its educational programmes. They also work to improve the quality of education by introducing new methods and technologies. Entrepreneurial higher education institutions create conditions for the development of entrepreneurial abilities of students and teaching staff.

### **Conclusion**

It should be noted that despite the seemingly multidimensional and extensive research, many properties and features of the management mechanism of an entrepreneurial university have not been sufficiently investigated and require additional consideration. It is characteristic that an efficient and competently built management system contributes to the creation of conditions for successful and efficient activity of entrepreneurial universities in a highly competitive educational market. In conclusion, it can be stated that the management mechanism of entrepreneurial universities is formed on the basis of entrepreneurial culture, development of innovative activities, integration with the business community, establishment of international cooperation and attraction of additional sources of funding. For the successful development of entrepreneurial universities it is necessary to apply modern management methods, including strategic planning, analysing the effectiveness of the conducted activities. Thus, it is important to take into account the peculiarities of each university and adapt the management mechanism taking into account the specifics and focus of its activities.

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