

WORLD EXPERIENCE IN THE MANAGEMENT AND DEVELOPMENT OF PRIVATE HIGHER EDUCATIONAL INSTITUTIONS AND PROSPECTS FOR ITS APPLICATION IN UZBEKISTAN

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Annotation: In the context of globalisation, ensuring the competitiveness of the education system, introducing innovative approaches and increasing management efficiency have become urgent issues. Private higher education institutions play an important role in this process. They are actively participating in the development of the national education system by improving the quality of education, ensuring financial independence, and introducing modern knowledge and technologies. This thesis provides an in-depth analysis of the best practices of countries around the world in managing and developing private higher education institutions and assesses the prospects for their application in the conditions of Uzbekistan. The main focus is on educational policy, management mechanisms, financial models, and quality control systems in developed countries such as the USA, Great Britain, Germany, Finland, South Korea, Singapore, and Malaysia. Although the number of private higher education institutions is increasing in Uzbekistan, the study analysed the problems that hinder their sustainable development - the complexity of licensing and accreditation processes, insufficient human resources, and limited financial resources. The study also developed proposals for the development of private higher education in Uzbekistan, namely: improving the regulatory framework regulating the sector, introducing financial mechanisms to support the private sector, implementing international accreditation systems, and creating a competitive educational environment.

Keywords: Private higher education, educational management, innovative management, academic freedom, public-private partnership, educational quality assessment, accreditation system, global education system, financial independence, competitive educational environment.

World experience shows that today, the higher education system is in a state of transition from traditional education to innovative education. Higher education institutions are faced with the task of actively influencing the knowledge-based economy through the system of commercialisation of scientific research activities. The knowledge economy is aimed at the creation, dissemination and use of knowledge as the main resource of economic development. In the context of higher education, the knowledge economy implies its transformation into an important factor of production and development. In the second half of the 20th century, the first entrepreneurial-type higher education institutions appeared in developed countries of the world, the new types of their activities were the production and

transfer of innovative products, the stimulation of initiatives and developments of students and teachers, the commercialization of scientific results, the creation of innovative enterprises. It is worth noting that entrepreneurship and innovative activities increase the competitiveness of universities, as well as the efficiency of using capital that makes up the national innovation system.

The transition to the entrepreneurial model of universities is associated with the concept of the "triple helix" developed by G. Itzkowitz, which was defined as the evolution of the role of the university with the addition of a third mission to the traditional missions of the university (education and research) - to contribute to economic development by transferring research results from the laboratory to the economic system [1]. The entrepreneurial model suggests that universities should not only engage in educational activities but also actively participate in scientific research and development, cooperate with business entities and state organisations in the implementation of projects and programs, and create conditions for the development of entrepreneurial skills among students and teachers. One of the main principles of the Triple Helix is that all three participants - universities, business and government - should work together to achieve common goals and solve problems, without competing with each other [2]. This allows for a more efficient production system and is considered a key criterion for the dissemination of knowledge that contributes to the development of the economy and society as a whole. A modern entrepreneurial university is a form of higher education institution investment, where education will be more diverse. Such universities are manufacturers that train specialists, taking into account the culture of innovative entrepreneurship [3].

The study analyses the experience of developing entrepreneurial universities in the USA, England, Germany, Finland and China, and scientifically analyses the specific features and aspects of development and management. If we analyze the experience of the USA, the total number of entrepreneurial universities in the United States is more than 230, and the American higher education system is a center of fundamental sciences and applied research. The "American model" of the entrepreneurial university involves active cooperation between business and investors to create and commercialise new technologies and products. Universities in this model play a key role in the development of innovations. These universities not only provide educational services, but also carry out research and development.

Some of the famous US universities that provide education in the field of entrepreneurship were scientifically studied, and Stanford University was found to be a leading entrepreneurial university that demonstrates the connection between science and technology. As a result of the commercialisation of research at the university, companies such as Google, Yahoo, Cisco Systems, etc. were created.

Babson College in Massachusetts specialises in entrepreneurship and business education and is one of the most popular universities in this field. [4]. Marquette University in Wisconsin offers students the opportunity to work on real projects and gain experience in startups. In addition, partnerships with businesses allow universities to receive funding for research and development, as well as attract

investment to create new companies and startup projects. This is achieved by allowing students to work on real projects, as well as by organising events where students can communicate with successful entrepreneurs and receive advice from them. Some universities also offer startup incubators, where students can receive funding and assistance in launching their projects. It is worth noting that the management mechanism of American entrepreneurial universities is characterized by a high degree of flexibility in response to changing market conditions. Many US entrepreneurial universities cooperate with various foundations and organizations that provide grants and financial support for scientific research and innovative projects.

Speaking about the UK experience, the UK is famous for its strong education and business sectors, which are reflected in its model for developing entrepreneurial universities. The “English model” of developing an entrepreneurial university has several features. Among them, we can highlight incubators and accelerators. A vivid example of this is venture capital financing and investment justification. Many universities in the UK are actively developing their startup incubators and accelerators, offering students and researchers resources, mentoring and financial support to create and successfully implement their business ideas. An example is the Cambridge Judge Business School, which has many successful startup and entrepreneurial projects. UK universities actively cooperate with local and international companies, industry and the business community. This cooperation includes consulting, research, internships and exchange of experience and business management practice. In addition, English universities are actively attracting investments in innovation and startup projects. They organise events to attract venture capitalists, which helps to commercialise ideas and develop entrepreneurship among students and faculty.

The University of Nottingham is a model for the entrepreneurial model. The structural divisions of this university are based on the commercialisation of scientific research. The university has an innovation park that provides offices and scientific equipment for bringing various startup projects and developments to the market.

Another example is the University of Warwick. The development of entrepreneurial activity at this university is carried out based on three groups of managers (research, project, and business managers) who form a system of project activities. Managers assist faculty members, develop interdisciplinary projects, and are actively engaged in fundraising. At the same time, it is worth noting that fundraising is the process of searching for and attracting resources, including investors, sponsors, partners, and grants. This helps to attract additional resources for scientific research and the development of innovative technologies. In turn, the mechanism of management of entrepreneurial universities is based not only on state funding but also on financial support from private investors. Thus, the “English model” of an entrepreneurial university is characterised by active support for startup projects and innovations, as a result of which graduates and researchers have the opportunity to implement their ideas in real projects. Such universities create

favourable conditions for the development of young entrepreneurs and contribute to economic growth and innovation in the country.

if we analyse the German experience scientifically, it is clear that universities in Germany have great autonomy and can independently determine their own research directions, as well as cooperate with industry and business. The “German model” of developing entrepreneurial universities is also of great interest and is considered one of the most successful universities in the world. Germany has a system of state grants and subsidies to support scientific research, which allows scientists to work on projects without seeking additional funds. This creates conditions for the development of innovation and for improving the quality of education in the country. The German model of an entrepreneurial university differs from the American model in that it is more focused on conducting fundamental scientific research and developing new technologies. It should be noted that Germany is famous for the integration of universities with industry. Many universities are actively developing industrial partnerships with leading companies, research centers and joint projects, which helps to more actively transfer knowledge and technologies into real industrial applications. Here are some examples of how some universities in Germany approach entrepreneurship. For example, the Technical University of Munich (Technische Universität München) has an entrepreneurship centre that helps students and researchers create their startups. The centre provides financing, assistance with developing business plans, and advice on legal issues. In addition, the university has a knowledge exchange centre that implements scientific projects with the financial support of Siemens AG, and a technology exchange centre that negotiates with the private sector and handles legal documents. The Technical University of Munich also has an office that deals with patents and licensing to create a favourable environment for researchers. The Karl-Ruprecht University of Heidelberg (Ruprecht-Karls-Universität Heidelberg) has an entrepreneurship centre that helps students and researchers create their own startups. The centre provides financing, assistance with developing business plans, and advice on legal issues. It should be noted that the mechanism for managing entrepreneurial universities in Germany is a complex, multi-tiered system. The Ministry of Education and Research is primarily responsible for the development and implementation of education and research. Federal politicians are involved in the financing and supervision of universities. In addition, each federal state has autonomy in matters of education and science and offers its initiatives and programs to support entrepreneurial universities. Various associations, foundations and organisations support entrepreneurial universities in Germany.

If we look at the experience of Finland, another example of the development of entrepreneurial universities is the “Finnish model”. Universities in Finland are aimed at creating an entrepreneurial culture that supports students and employees in developing their own ideas and projects. They actively encourage student initiatives, which helps to develop entrepreneurial thinking. The main value of these universities is not only the number of startups created, but also their subsequent

success in the global economic market. The most famous is Aalto University, which was founded on the basis of three universities: the Helsinki School of Economics, the Helsinki University of Technology and the University of Art and Design. This university helps to form business relationships between students and commercial organisations. The implementation of business ideas is carried out in an innovation centre established as part of the Demola Plant. The management structure of Finnish entrepreneurial universities is characterised by a high level of decentralisation and autonomy. The Finnish government actively supports the development of entrepreneurial universities through funding programs and tax incentives for companies operating in the field of innovation and high technology.

If we analyse the Chinese experience, today in China, entrepreneurial universities are also actively developing, forming innovative ecosystems. Within the framework of the “Chinese model”, there is a desire to become a high-tech economy. The government is actively supporting the development of entrepreneurial universities by allocating financial resources and creating special programs and initiatives to stimulate entrepreneurial activity.

Peking University has a Department of Finance and Awards. This department is of a practical nature and provides services for granting patents for various achievements. Another department, Technology Exchange and Licensing, is responsible for coordinating activities in the field of scientific and technical information exchange and licensing. The university has science parks where students and researchers can launch their projects and startups.

The University of Hong Kong has 80 research centres and institutes. The university has a technology transfer department that interacts with clients and deals with legal and regulatory issues. The University of Hong Kong operates an independent business entity, Versitech Ltd, which is engaged in the commercialisation of scientific research results. The management mechanism of China's entrepreneurial universities includes many components. China's education system is strictly supervised and regulated by the State Council for Education. At the same time, higher education institutions that want to obtain entrepreneurial status must undergo accreditation, which includes a system for assessing the quality of teaching, research, infrastructure and other aspects. State-owned entrepreneurial university funding programs include grants and subsidies. Chinese universities have also established a process of cooperation with industry, and the Chinese government encourages students to start their businesses and develop innovative ideas.

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