

## COMMERCIALIZATION PROCESSES AND TECHNOLOGY TRANSFER AS COMPONENTS OF THE UNIVERSITY'S CORE MODEL

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### ABSTRACT

*This article analyzes the University of Entrepreneurship, its main tasks, the purpose of creating such universities, the process of employment of graduates, foreign experience in this area. On the other hand, it is necessary to improve the quality of education and fight corruption. Also, sometimes, instead of giving a realistic assessment of the quality of knowledge, too much attention is paid to attending classes or checking the uniform (even checking the appearance of the socks). The main purpose of establishing business universities is to systematically train graduates with leadership skills and an entrepreneurial outlook. The problem is that the pace of change is so rapid that some areas of knowledge are becoming obsolete in 3-7 years, and the industry cannot wait for educational institutions to adapt to change.*

**KEYWORDS:** *Entrepreneurial University, Student, Graduate, Commercialization, Technology, Business, Higher Education.*

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### INTRODUCTION

The concept of the University of Entrepreneurship is not a new concept and has been actively used in universities of developed countries since the end of the last century. The University of Entrepreneurship is a natural incubator that seeks to provide a conducive environment for the university community to research, evaluate and use ideas that can be transformed into socio-economic entrepreneurship initiatives. Entrepreneurial universities participate in partnerships, industries and other relationships in order to create a conducive environment for interaction and collaboration. [1]

The main purpose of establishing business universities is to systematically train graduates with leadership skills and an entrepreneurial outlook. Great attention should be paid to training graduates who are able to create future leading tech and competitive startups, and who can bring local products and services to foreign markets. The curriculum of the University of Entrepreneurship is based, on the one hand, on the development of "soft" skills (entrepreneurial thinking, leadership, creativity, information analysis), on the other hand, providing basic fundamental knowledge and strengthening them in practice. It is appropriate to refer to the modern Western experience in transforming young people who are the driving force of social

development into "leader-entrepreneurs", but at the same time we must not forget the Eastern approach and centuries-old traditions that play an important role in personal development. [2]

According to the principles of Eastern life thinking, the morality and spirituality of the individual are at the center of human qualities. What potential a person has, what discoveries he has made, all his efforts are measured by spiritual and moral criteria. [3]

The most important approaches and methods, such as project-based learning, should be introduced in the process of conducting trainings on the implementation of a specific project with the support of foreign partner universities, in simulated game-like processes that can actually model the work of an existing company. It is necessary to involve the best local and foreign teachers and practitioners in the educational process, and to include in the curriculum the latest problems and solutions of the industry. [4]

First of all, it should be noted that enrollment in higher education is very low. Demand in the market is high, but supply does not meet demand. Of the one million children who graduated from schools, lyceums, and colleges, only 100,000 enrolled, and the remaining 900,000 children were unable to enter the university due to insufficient offers. This is a bad situation not only for those who cannot afford to study, but also for the economy as a whole. [5]

On the other hand, it is necessary to improve the quality of education and fight corruption. Also, sometimes, instead of giving a realistic assessment of the quality of knowledge, too much attention is paid to attending classes or checking the uniform (even checking the appearance of the socks). Universities do not establish sufficient links with the business sectors in which they then hire their graduates. It is only in recent years that local universities and rectors have begun to work more actively with the business community, and this has certainly been a positive growth. It would be great if we accept the practice of foreign universities, where entrepreneurs are constantly invited to participate in the educational process and to hold master classes, discussions. [6]

Therefore, the opening of private universities in our country is of great socio-economic significance. And it's great that this is exactly the initiative of the business community - people who know very well in practice what knowledge the salespeople are missing, what the managers are missing, and what the engineers are missing. Because business does not need a diploma, it needs knowledge. The Cabinet of Ministers adopted Resolution № 241 of April 18, 2020 "On the establishment of TEAM University. Team University in Tashkent and its branch in Termez are the examples of the first entrepreneurship Universities in Uzbekistan. The launch of TEAM University in Termez, which is initially the same as in Tashkent, as well as the development of the branch's capacity, is more focused on the scientific and socio-economic needs of the region. [7]

The University of Entrepreneurship is a combination of ideas of entrepreneurs who are representatives of the academic community and employers of future graduates. Thus, the business community of Uzbekistan contributes to the development of higher education in our country. It is run by company executives who know what the future business environment in the region will be like and who needs employees to work in business processes and know how to manage it, who to trust to develop and implement business ideas. [8]

In recent years, the higher education system in Uzbekistan has faced the need for adaptation and development in the context of the transition from centralized to decentralized governance and globalization. The main obstacle was the high degree of centralization of the system, which is controlled by the responsible ministries. This limited the development of diversified curricula, the emergence of new methods of teaching and the penetration of modern technologies in education. [9]

The emergence of international universities such as Westminster and Inha has provided an opportunity to see how the development of new processes in higher education can benefit the development of our entire country. The main focus of the adopted concept is to introduce a training program on critical thinking, independent teaching, use of virtual systems, and so on. The main problem facing the ministry and other agencies involved in education today is the need to coordinate the actual pace of implementation of these changes with those described in the documents. Not only public higher education institutions, but also newly established universities need to make qualitative changes in terms of greater independence. It is important for university leaders to be able to liberalize their worldview, to develop their own curricula and courses for future implementation, that is, the trend we see around the world. [10]

Reducing centralized governance by the Ministry of Higher Education will ensure better and better quality education, as independence and the ability to influence one's own future will create a sense of self-responsibility. This responsibility forces universities to change their management style. Due to the transparency of the processes, all stakeholders - students, parents, employers - will not only feel confident in the quality of education, but will be able to directly participate in ensuring and improving this quality. [11]

One of the main targets in the concept of development of the higher education system is to increase the enrollment of graduates from 20% to 50% by 2030. In this regard, the increase in the number of higher education institutions, as well as the increase in the cost of maintaining the entire system, is a matter of serious concern. Thus, not only increasing the level of coverage, but also the form of funding and who will pay for it will remain a very topical issue. [12]

In many developed countries, this problem is being addressed through commercialization of student relationships, lending, and other forms of financing. Although this is not always the best option - for example, as the funding system in the United States develops, there are more and more problems in ensuring the return on "investment," that is, in converting post-employment education into real income. At a time when education lending methods are relatively common in the UK, the issue of the importance of education in employment is becoming increasingly relevant. [13]

Thus, the benefits of raising the cost of education will double - on the one hand, universities will attract more funds for development, on the other hand, transparency will increase and the quality of education will increase - students will set stricter requirements for their money. Despite the contradiction to logic, an increase in the cost of education will not only increase the sustainability of the higher education institution, but also improve the quality of education. Thus, the quality of education is regulated independently by students using market mechanisms. This leads to a shift away from the regulatory nature of the ministries' education system, focusing not only on improving the "customer experience" of students through the introduction of assessment

tools, but also on teaching through the introduction of advanced university ranking systems. In the end it is beneficial for everyone. [14]

Universities need to train business professionals, people with specific skills and knowledge in a specific field, such as soft skills. This means that the graduate must be creative, able to work in a team and learn quickly. Special knowledge in the field we are studying today may not be of great importance very soon. The world is changing, so professionals and employees of companies need to know how to learn, be ready to learn new things, be able to accept innovation, be flexible. [15]

Soft skills provide the opportunity to develop along with a changing life using hard skills. If previously it was enough for an engineer to have some knowledge to run a lifetime of work, and he knew what he was going to do in the next 30 years, now in the next 10 years, 50 percent of the specialties could disappear. Perhaps, someone's job will be replaced by artificial intelligence, maybe in the future there will be professions that we don't know yet. [16]

Educational institutions should be very close to the real field in which they are teaching. That is, medical universities should be part of the larger clinics where internships take place every day, while business universities should be close to the industry they teach. Nowadays, for example, students studying finance or management are taught in textbooks that do not meet modern requirements. Employees trained at this level have to re-learn. It is great that they have learned some basic things, but most of the time it's a 4 year lifespan and not worth spending that much money.

The whole world is moving in the direction of the knowledge economy, where the main factors of development are knowledge and human capital. Universities in the knowledge economy are the most needed universities, as well as an environment where science and practice come together, from where innovations and technologies move to mass production. The problem is that the pace of change is so rapid that some areas of knowledge are becoming obsolete in 3-7 years, and the industry cannot wait for educational institutions to adapt to change. At this point, universities will have to prove their relevance in the field of education. Not only will they be able to adapt quickly to change, but after 3-5 years they will be able to anticipate what skills the graduates will need. [17]

At this point, universities will have to prove their relevance in the field of education. Not only they have to be able to adapt quickly to change, but after 3-5 years they should be able to anticipate what skills the graduates will need. This task is twice as difficult for Uzbekistan. In addition to the problems listed above, the higher education sector needs to reshape the entire environment and increase the enrollment of people in higher education several times, as well as pave the way for the transition from focusing on higher education to increasing mass higher education. Many higher education institutions need to move away from centralized management to an independent system of self-government, from independent development of courses and curricula to enrollment and financial and economic management of higher education institutions.

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