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COMMERCIALIZATION OF THE UNIVERSITY IS THE BASIS OF COMPETITIVE TRAINING

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Abstract. The main purpose of this article is to ensure the effectiveness of ongoing reforms in the education system and to create a competitive environment for the survival of higher education institutions in the conditions of the current economic crisis and to improve the quality of personnel.

Keywords. Competition, commercialization, certificate, bond, deposit, savings book, "University-1.0", "University-2.0", "University-3.0", "University-4.0", transformation, personnel policy, calculation, cost, cost.

Introduction. In accordance with 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", the objectives of determining the priority directions of systemic reform of higher education in the Republic of Uzbekistan, improving the quality of the training process of highly qualified personnel with modern knowledge and high moral standards until 2030, in the concept of development of the higher education system, "university 3.0" is gradually entering our lives.

The "University 1.0" model, only training in sustainable debt. He noted that the student uztilgan made a synopsis report.

The "University 2.0" model includes the provision of education, as well as the provision of additional research work. This model was called "research universities" and has been developing since the nineteenth century. Thanks to the research activity, "University-2.0" creates new knowledge, new service centers and new technologies.

The "University-3.0" model embodies the commercialization of education, innovation and research results. It is worth noting that as market relations deepen, one of the main conditions for ensuring the survival of enterprises in a competitive environment will be the formation of a production and technological chain on scientific grounds. This creates great opportunities for promoting the "University 3.0" model. The University 3.0 has developed a culture of entrepreneurship and established effective communication with representatives of the business community. Based on the conducted research, it was found that only 0.3 percent of the total number of universities in the world correspond to "university 3.0". Until 2030, specific goals and objectives have been developed in our country on the commercialization of research results.

In our opinion, this concept should include such issues as the integration of education and production, the penetration of higher education institutions into the market of manufacturing

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enterprises, the emergence of a common network (set) in the field of networking. And success in such matters creates an opportunity for high ratings of higher educational institutions of Uzbekistan by international rating organizations.

And the "University 4.0" model, in addition to the description of the models listed above, represents a space for digitization of education, automation of production and business processes. University 4.0 is becoming a leader in the development of the high-tech industry, providing services from mass production based on individual consumer requirements (see Table 1).

Analysis of the literature on the research topic. Among foreign economists are Bell D., Boyce J., Karayannis E.G., Campbell D.F.J., Castels M., Chesbro H.W. Curley M., Formica R., Etzkowitz H., Leydesdorf L., Gibbons M., Limoges K., Novotny H., Schwartzman S., Scott P., Trow M. and scientists of the Russian Federation Parfirova A.A., Kryukova A.A., Soloviev O.G., A.Glazev and other scientists expressed their opinion about the "University 3.0" in their research. In recent years, the country has been conducting research on the "University-3.0" model, as well as scientific articles, monographs and textbooks. These include R. Madieva, Sh.I.Ilkhamov, I.N.Ismanov, A.A.Karimov, M.K.Pardaev, A.J.Tuichiev, B.A.Khasanov, K.R.Khatamov, R.O.Holbekov. They published textbooks and scientific articles that contain a number of cognitive information and analyses about the University 3.0.

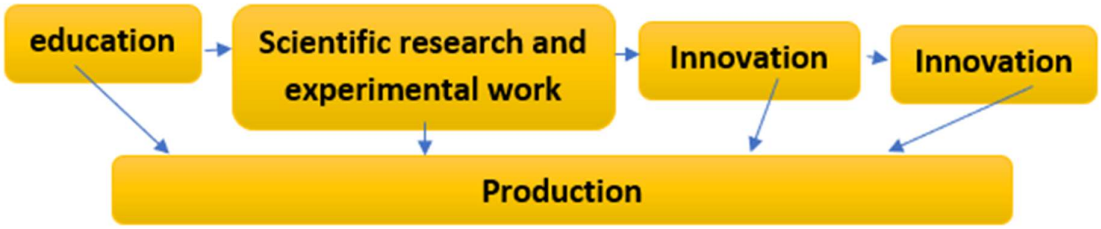
Tasks performed by universities[3]

Task	Naming	How to do
University 1.0	Transmission of information Training Social elevators	Educational standards Methodology and methodological materials
University 2.0	• Creation of new knowledge through research activities • Center of consulting services for market participants	• Conducting (research) on industrial orders • Create customized technologies
University 3.0	• Commercialization of technologies • Entrepreneurship • Creation of companies (spin-out) • University Development Center, Regional Development Agent	• Intellectual Property rights management • Business ecosystem • Urban development

According to E. Kuznetsov's research, "University-3.0" looks like this[3]:

According to O. Solovyov's research, "University-3.0" looks like this:

In our opinion[11]:

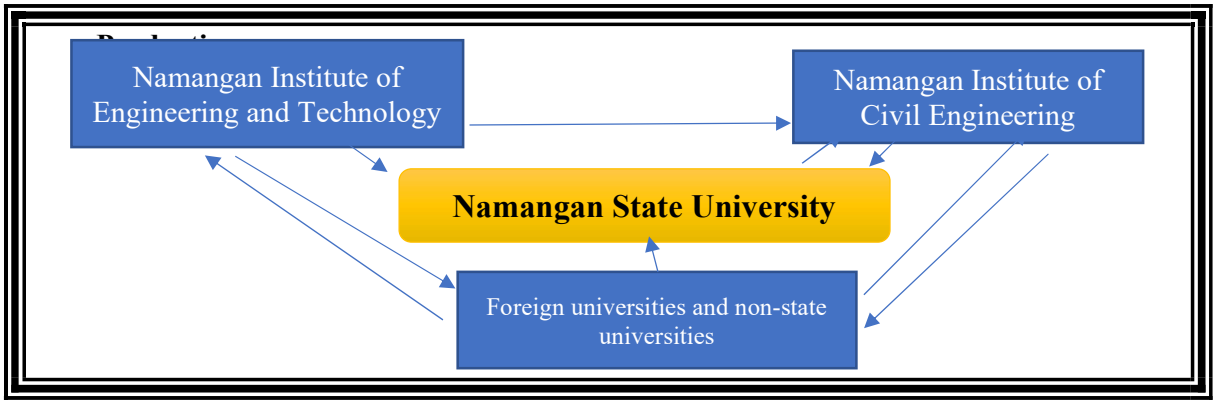


Research methodology and empirical analysis.

It consists in attracting applicants to higher educational institutions, umulating the theoretical foundations of educational and practical processes, the quality of education, the inextricable connection of the educational process with practice, and clarifying the factors affecting this process. The methodology used in the article is aimed at identifying specific aspects and priorities for the production of various models of commercialization of higher educational institutions, as well as improving the socio-economic mechanisms for its implementation. In the process of research, methods of scientific abstraction, analysis and synthesis, induction and deduction, comparison, grouping were used.

As in the world of entrepreneurship, changes in ownership forms should be accompanied by conditions for the commercialization of universities during the development period. Currently, there are 159 higher educational institutions in the Republic of Uzbekistan, including 72 in Tashkent and 87 in the regions. The increase in the number of higher education institutions indirectly contributes to improving the quality of education. He can also be a direct assistant in economic activities. But the competitive environment will be so strong that only a high-quality university can survive.

For example, the current competitors of Namangan State University are shown in diagram- 1 below[3].



Scheme 1. The scale of the competition

Analysis and results.

As you can see, all universities by industry and industry are fierce competitors of one bureau. If these universities achieve academic independence on self-financing, the probability of survival in a competitive environment decreases to R < 0.5. Non-independent universities will not get out of competition due to the possibility of financing from the state budget with a probability of P>0.5 and higher.

The University 3.0 model does not arise by itself. The ability to identify the learning process with direct production is not formed until it has become stable. The role of labor resources in this is great. The transfer of existing higher education to the "University 3.0" model is less costly and takes less time than its restructuring. In other words, if we say that 100% of the costs of forming the University 3.0 model are 100%, then the transformation of the University 1.0 model into the University 3.0 model will cost 80-90%, and the transformation of the University 2.0 model will cost 50-60%., and in general are shown in Scheme 2.

Scheme 2. Goals and objecives of transformation

This means that in order to ensure the production of nanotechnology, first of all, it is necessary to train high-quality personnel. The funds used by higher education institutions to train high-quality personnel in the production process and production raw materials and the sequence of

production will be achieved only if the situation at universities changes, as it happens in practice.

It is also natural that structural changes transform higher education institutions. Because any manager really approves of the activities of the working team. Highly paid anagement begins with a reduction in the number of members. Therefore, reducing the number of joints of the previous and subsequent control structures ensures a high level of efficiency.

In our opinion, these are educational tools. To teach and educate them, professors and teachers:

1. Improving practical skills;
2. Using 3D and 7D smart rooms and modern learning tools;
3. To involve in practice those who do not have practical skills;
4. organization of internships;
5. Training;
6. Permanent certification and accreditation organization;
7. A number of necessary works should be carried out, such as retraining.

Teacher training was also funded from the budget. Educational institutions with financial and academic independence are no longer funded. Therefore, the introduction of professional training or production practices at your own expense now means moving forward towards the goal and quality. In our opinion, it is proposed to abandon the 3-year course of study and transfer it to a one-year one, at the expense of the employee's own funds.

Educational institutions with financial and academic independence may engage in the following activities:

1. Main activity. This is an educational process that takes place through the admission and training of applicants.
2. Auxiliary activities. Activities supporting the educational process include activities such as training laboratories, additional courses and field practices.
3. Financial activity. Now educational institutions can also engage in financial activities and carry out financial transactions when funding sources are free. He can earn income by working in the same way as insurance, banking, pawnshop, leasing, leasing, franchising.
4. Investment activity. He can earn income by participating in capital, financial and social investment activities at enterprises that produce, service and manage their own free funds.
5. Production activity. Contracts can be signed directly with manufacturing companies to generate revenue from the sale of scientific ideas and experiments to manufacturing companies.

Now that his main activity for financial self-sufficiency is education, he organizes his activities as a result of contractual relations in exchange for attracting applicants. The strengthening of the competitive environment will lead to the closure of certain areas of educational institutions, and eventually to the closure of educational institutions. Thus, increasing the number of applicants and improving the quality of education was the basis for the survival of universities. During the transformation, it will not be possible to dramatically improve the quality of education, the quality will be formed and accumulated over the years.

In the course of the study, the following recommendations were developed:

1. A financial way to attract applicants.
2. Long-term deposit method of attracting applicants.
3. Short-term deposit method of attracting applicants.
4. The use of the "free" method of admission of applicants, i.e. the method of cancellation of entrance tests when an applicant passes into the number of students.
5. Enter a card called "Cash-card".

As part of the study, a field practice of polling and studying public opinion among the Ahaolisi of Namangan region was conducted in order to check the work from a practical point of view, conduct a test, and familiarize with current cases. A total of 11,230 participants took part in the survey conducted by official opponents. 80% of them supported the financial method, 3% of the participants refused, and 2% of the participants did not comment, and 15% noted that the participant did not have the opportunity.

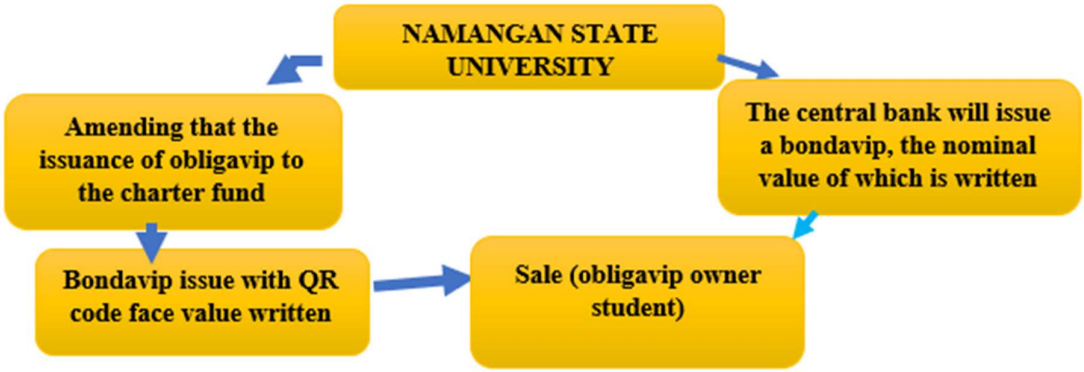
№	**Districts of Namangan region**	**Total participant (person)**	**Share (%)**	**yes**	**Share (%)**	**No**	**Share (%)**	**Those who did not comment**	**Share (%)**	**Those with disabilities**	**Share (%)**
1	Namangan sity	1271	11,3	1016,8		38,1		25,4		190,6	
2	New Namangan	650	5,7	520		19,5		13		97,5	
3	Davlatobod sity	670	8,9	536		20,1		13,4		100,5	
4	Chust	1010	9,1	808		30,3		20,2		151,5	
5	Uchkurgan	1021	9,2	816,8		30,6		20,4		153,15	
6	Namangan	1150	10,2	920	**80**	34,5	**3**	23	**2**	172,5	**15**
7	Mingbulak	700	6,2	560		21		14		105	
8	Chartak	520	4,6	416		15,6		10,4		78	
9	Uychi	899	8,0	719,2		26,9		17,9		134,85	
10	Pop	955	8,5	764		28,6		19,1		143,25	
11	Yangikurgan	895	7,9	716		26,8		17,9		134,25	
12	Turakurgan	701	6,2	560,8		21,0		14,0		105,15	
13	Kasansay	788	7,0	630,4		23,6		15,76		118,2	
Total by region		**11230**	**100**	**8984**		**337**		**225**		**1682**	

In the same way, in these surveys among production enterprises located in the territory of the Namangan region, 30% supported the financial method, 23% of the participating enterprises did not plan the costs of training the worker, and 15% of the participants did not comment, and 42% of the participating enterprises noted the lack of opportunities.

№	**Districts of Namangan region**	**Total enterprises**	**Share (%)**	**yes**	**Share (%)**	**No**	**Share (%)**	**Those who did not comment**	**Share (%)**	**Those with disabilities**	**Share (%)**
1	Namangan sity	10865	34,2	3259,5		2498,9		1629,8		4563,3	
2	Mingbulak	1386	4,4	415,8		318,7		207,9		582,1	
3	Kasansay	1956	6,1	586,8		449,8		293,4		821,5	
4	Namangan region	2227	7,0	668,1		512,2		334,1		935,3	
5	Narin	1490	4,7	447		342,7		223,5		625,8	
6	Pop	2000	6,3	600		460		300,0		840,0	
7	Turakurgan	1987	6,2	596,1		457		298,1		834,5	
8	Uychi	2104	6,6	631,2		483,9		315,6		883,7	
9	Chartaq	1821	5,7	546,3		418,8		273,2		764,8	
10	Uchkurgan	1722	5,4	516,6		396,1		258,3		723,2	
11	Chust	2636	8,3	790,8		606,3		395,4		1107,1	
12	Yangikargan	1621	5,1	486,3		372,8		243,2		680,8	
Total by region		31815	100	9544,5	**30**	7317,4	**23**	**4772,3**	**15**	**13362,3**	**42**

In a survey of official opponents among the population of the Namangan region, 90% of the participants supported the long-term deposit method , 3% of the participants responded to the refusal, and 2% of the participants did not comment and 5% noted the lack of a participant's opportunity.

Financial method of attracting applicants. The essence of this method is that an educational institution with the status of the "University 3.0" model produces "Obligavip"within the framework of its "charter" and sells it to educators. Its scheme is as follows[11]:



An educational institution with the status of the" University 3.0 "model creates a security" Obligavip "within the framework of its own" charter " fund. Its creation can be increased to Amla in 2 different ways: Method 1. The certificate papers issued at the institution's training centers are developed in the name of the educational institution with the right to one-time use, as if there was no protective layer, using QR code protection. The certificate "Obligavip" can be issued up to 50% of the acceptance quota in each direction of Higher Education. A sub-account of higher education is opened at the cortoteka and financial funds received from this certificate are collected. It is known that the funds deposited are transferred to the deposit of a commercial bank serving higher education on the basis of the instructions of the central bank. The current time the interest rate of the same Deposit deposit is 23% per annum. If the owner of the certificate" Obligavip", that is, the future educator, expressed a desire to study for more than one year (Ob>1 year), $\boldsymbol{O_b = \frac{P_{ob} * 0{,}18 * 31}{365}}$ or $\boldsymbol{O_b = \frac{P_{ob} * 0{,}18}{12}}$ with the help of calculation formulas, the applicant for a deposit can receive daily and monthly additional income from the educational institution until the day he expresses his desire to study. If the owner of the certificate" Obligavip", that is, the future educator, expressed a desire to study for a period of one year or less (Ob≤1 year) $\boldsymbol{O_b = \frac{P_{ob} * 0{,}23 * 31}{365}}$ and $\boldsymbol{O_b = \frac{P_{ob} * 0{,}23}{12}}$ with the help of its formula, additional daily and monthly income can be received by the educational institution[1].

For example, the admission quota for a new academic year for a bachelor's degree in education" economics " was set at 50. If we consider 25 of them as dahldor for the object of our research, then 11520000 soums, 80% of which received the same certificate. So, in the account of 20 applicants for the first year, 230,400,000 soums will be credited to the Depositor. 4492876 soums per month, 53914520.5 soums per year are funded. Currently, 29,710 students study at Namangan State University. So if 40% of this indicator is directed towards the goal of our research, it will correspond to 11,884 students. When calculating the average amount, the amount of the contract is taken as 9000000 soums, then 106 billion 956 million soums, if o_b is

[1] Note: financial funds for" Obligavip " are available in 4 different ways: transfer, electronic payment, plastic cards and cash.

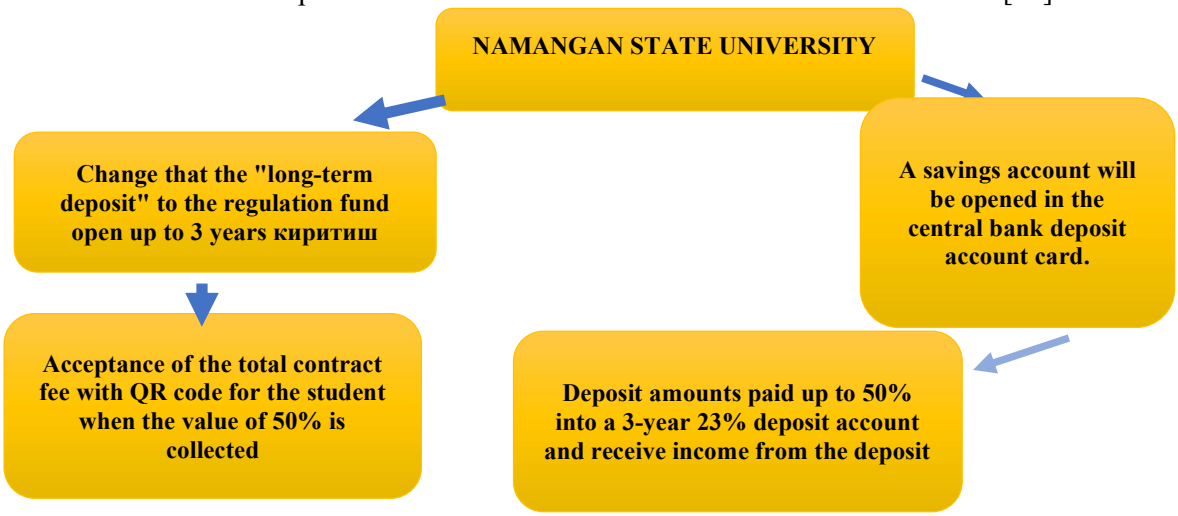
taken as≤1, 25 billion 71 million 658 thousand 520 soums can receive additional income in a year[2][11].

In this academic year, 3,210 of the 29,710 students graduate and receive a bachelor's degree and 200 master's degrees. This explains the possibility of enrolling so many applicants and students. If the above proposal applies to 50% of the acceptance rate, 1605 is 9 mln.so the deposit income is 14 billion 445 million soums and its deposit income is 282 million 172 thousand 197.7 soums. If we take the contract money that must be paid in the general case as 100%, then during the short and long periods above it will be paid in the amount of 18 (23)%, with an increase in the contract payment of 17 (22)% when the inflation account is reduced by 1-2%.

Method 2. The institution contracts the Central Bank of the Namangan region to prepare a certificate "Obligavip" and reimburse its emission costs. Securities are developed in the name of an educational institution with the right to one-time use, using protective laminated papers. This certificate, which looks like a certificate of qualification or a certificate of retraining, is assigned a QR bar code in the lower left part of the certificate, and an institution's certificate and signature from the lower right.

Between the upper part of the certificate, the contract is entered with the inscription "certificate" and at the bottom of it the nominal value of the amount of the contract.

Long-term deposit method of attracting applicants. The essence of this method is that an educational institution with the status of the "University 3.0" model opens a savings book under a special depozid account. The savings book is opened for a period of more than 12 months and is not debited until the expiration of the accumulated funds. Its scheme is as follows[11]:

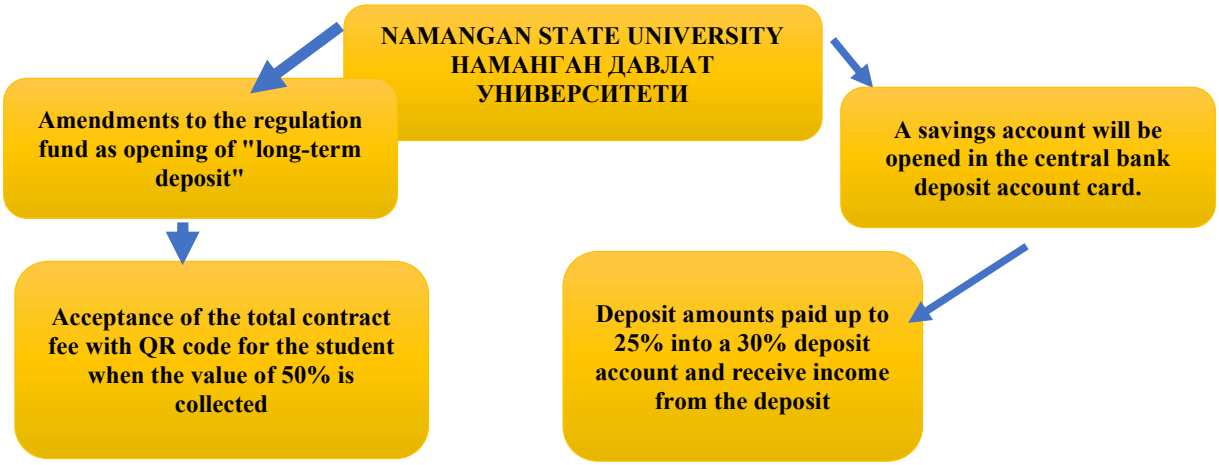


The essence of this method is that an educational institution with the status of the "University 3.0" model, within the framework of its "charter", under a special depozid account, offers a

[2] Note: the face value of" Obligavip " will increase according to the indexation coefficient if a monetary policy is carried out in our country and the amount of wages is increased. 1-2% of the income from the deposit is spent on the costs of increasing the nominal. Because it has been observed that the salary increases by a maximum of 10-20%.

"long (short) term deposit" account by opening a savings book for each applicant. If the savings book is filled with 50 (25)% of the specified total contract fee for 4 years of study, it will make it possible for higher education to come and study. This differs from Method 1 in that it is not the same as being able to pay all of our population. Therefore, when there is a possibility of payment, money is transferred to the deposit.

Short-term deposit method of attracting applicants. The essence of this method is that an educational institution with the status of the "University 3.0" model opens a savings book under a special depozid account. The savings book will be opened for 12 months and will not be withdrawn until the term of the accumulated funds comes. Its scheme is as follows[11]:



2 different types of activities are proposed in the relationship of Higher Education living in a competitive environment and competitive relations with other educational institutions[11].

1. Training processes based on the requirements of production enterprises, equal distribution of Personnel Training and bringing the educational process to uniformity. That is, it provides for the distribution of production demand in the amount of 50/50 percent. In these cases, on the basis of students of enterprises, curricula are made at universities, and in the process of equal distribution, the curricula of each educational institution are drawn up in the same way. In a competitive environment, only those who are able to test advanced, innovators, ideas in practice are provided with work.
2. Proportional distribution of training of personnel based on the requirements of enterprises for the production of educational processes. That is, in this case, the requirements of production enterprises are not distributed, but distributed over the production areas, adapting the profile of higher education to production. In this case, as a share of Higher Education, production enterprises operate, enterprises arm universities with the means of bürtmachi and enterprises to higher educational institutions to prepare the necessary personnel.

Organization of the concept(model) "optimal faculty" on the faculties formed in higher educational institutions. At the same time, students are examined the formation of states and the formation of the management structure from the bottom up in the result of the contract money. The Optimal faculty, according to the principle of the optimal department, is formed

on the basis of optimizing the annual training load so that professors work more with students. According to the principle, the fact that the professor is aimed at reducing the annual training load by 480-500 hours and, accordingly, the audience hours. In principle, the fact that students go to production enterprises to strengthen theoretical classes in practical terms. Lecture classes are held by professors and teachers of the University, practical classes are held by an employee of a production enterprise.

On the basis of the educational plan, it is necessary to develop a Cretaceous suitable for the salaries of professors and teachers who teach in different directions. For example, in the direction of economics education there is a ratio of 1:16, and in the direction of Culture Education, a ratio of 1:5.4 in them, the professor takes the same month as those in US. In the formation of the state, the maximum level for 16 students is formed for the position of professor. If it is said that a senior teacher, instead of a profeesor, the lesson passes, there is no monthly compensation base. Hence, there is an imbalance in both directions. That is, not all professors in departments can be made up of teachers. In some directions, there is no potential at all. So the quality is not enough in that place, in some the potential percentage indicators are low.

Discussion of research results.

Global processes that determine the directions of development of modern higher education are conditionally divided into first and second level processes. Our connection with global processes of the first order: – globalization, which means the destruction of economic, cultural and other borders between states, increasing the flow of migration in the fields of Economics, employment, education; - internationalization, reflects the strengthening of the international level in the Educational, Scientific, innovative activities of the University; - the formation of an economy of knowledge, indicating the transition from an industrial economy to an economy, where knowledge is the main source.

For example, the internationalization of education is designed to form students in the process of learning the global competence necessary for successful work in a globalizing society.

The lack of such specialists leads to significant losses in the knowledge-based economy [4]. The impact of global changes on the university can be "direct" and "indirect". The direct impact is manifested in an increase in the intensity of international exchange of students and teachers, in the widespread use of modern communication technologies (the Internet).

Indirect effects are a consequence of the formation of the knowledge economy and are implemented in the educational and scientific activities of the university, as well as in the service sector[5]. The global processes of the first order described above are the cause of second-order changes, which should include:

– massification, i.e. substantially growing demand for higher education;

– pragmatization

– transformation of the goals and values of higher education;

– uncertainty of the place of higher education in the social structure and social relations;

– the changing role of the state, the danger of reducing the share of state responsibility for higher education;

– marketization, i.e. the introduction of market relations in the field of higher education;
– a high degree of inequality among institutions of higher education [6, p 17]

The globalization of higher education has forced experts to talk about the formation of a new university model. According to Russian scientists, the formation of various models of university education is a "historically determined process that has a cyclical character." The content of each cycle is determined, on the one hand, by the real contradictions arising from the inertia of educational systems, on the other hand, by the dynamic development of real life, changes in a specific socio-cultural situation.

As a result, not only the content of education changes, but also the dominant type of university [7,p 155]. The classical university model focuses on improving the educational process. Classical universities train personnel for science, education, industry, and the service sector. This model is more focused on liberal rather than utilitarian principles of the organization of higher education, aimed at the development of personal qualities of students, their spirituality. In the USA, the criteria of a research university include: a certain amount of grants received by the university, the availability of bachelor's degree programs, entry into the list of leading universities by the level of federal financial support for research and development work [8, 9]. In Russia, the model of the national research university is being implemented, the construction of which is possible primarily on the basis of a classical university [10]. Specialists, summarizing the experience of the first Russian national research universities, propose the following criteria for this national model:

- the volume of research and development at the university;
- the number of candidate and doctoral theses defended at the university;
- the number and breadth of the range of educational programs offered;
- number of full-time students and postgraduates;
- number of researchers and teachers of the highest qualification;
- the university's influence on the higher education system, the development of science and economics in the country;
- international recognition of the university's performance [9, p 27]

Conclusions and suggestions.

Educational institutions with financial and academic independence can engage in the following types of activities:

1. Main activity. The educational process is calculated and carries out activities by enrolling applicants and teaching them.
2. Auxiliary activity. It is understood that activities that help the educational process are carried out, such as educational Laboratories, the organization of additional courses, field practice.
3. Financial activity. Now educational institutions can also engage in financial activities and carry out financial operations with their financial institutions idle. Just like insurance, bank, pawnshop, leasing, rent, franchise systems can generate income by operating.
4. Investment activities. It can generate income by engaging in the activities of producing, servicing and investing capital, financial and social in business-performing enterprises.

5. Production activities. By signing contracts directly with production enterprises, the production of scientific ideas, experimental test work can generate income by realising it to enterprises.

Now he organizes his activities as a result of a contractual relationship in exchange for attracting applicants, since his main activity for financial compensation is education. As shown in Scheme 1, an increase in the competitive environment causes educational institutions to close certain areas, ultimately ending the activities of educational institutions. Hence, the greater involvement of applicants and an increase in quality in education was considered the basis for the survival of institutions. During the transformation, there will be no opportunity to suddenly increase the quality of Education, Quality will be formed and accumulated over the years.

During the period of study, the following proposals were developed:

1. Financial method of attracting applicants.
2. Long-term deposit method of attracting applicants.
3. Short-term deposit method of attracting applicants.
4. The use of the "Admission-free" method when carrying out the admission of applicants, that is, when the applicant becomes a student, the entrance is a way to cancel the tests.
5. Introduce a card called "Cash-card".

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