

MODELS OF IMPROVING THE COMPETITIVENESS OF GRADUATES OF HIGHER EDUCATION INSTITUTIONS IN THE CONDITIONS OF THE KNOWLEDGE ECONOMY

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Annotation: *This article is devoted to the foreign experience and models of increasing competitiveness of graduates of higher education institutions in the conditions of the knowledge economy, in which the models of the German Classical University (Humboldt), Neoclassical "Polytechnic" University and "Entrepreneurial University" are considered. Summarizing the obtained results, opinions about the change of the concept of "university" are summarized.*

Key words: *higher education, graduate, competitiveness, graduate competitiveness, investment activity, employer.*

The development of the world's social and economic systems and individual countries depends on the quality of personnel training in existing and functioning higher education institutions and the level of professional qualifications of trained specialists, as well as their personal characteristics, as can be seen from the experience of the developed countries of the world. The training of highly qualified, knowledgeable specialists with the ability to make independent decisions in different situations by higher education institutions, on the one hand, ensures the dynamic development of the fields and industries in which graduates operate, and on the other hand, determines the international or professional reputation of higher education institutions where specialists are trained.

The process of training highly qualified specialists who are constantly familiar with the latest changes and innovations in the field and can effectively apply them in their work has been carried out since the formation of the first higher education institutions in the world. Especially at the end of the 20th century and in the past period of the 21st century, with the rapid progress of development based on new knowledge and innovations, the requirements of the employers of personnel to the specialists being trained in higher educational institutions have changed on a new basis, that is, on an innovative basis. As a result, the content of the "university" concept, on which the activities of higher education institutions are based, has also undergone serious changes. Today, many higher education institutions, such as Harvard University, Massachusetts University of Technology, Oxford University, and Cambridge University, which have a high reputation in the world, are working on transferring their activities from the "University 3.0" concept to the "University 4.0" concept. However, such changes are not typical for all countries of the world, and higher education institutions operating in most developing countries, including Uzbekistan, have not introduced the concept of "University 3.0", known as the concept of "entrepreneurship university", into their activities. Specialists trained by higher education institutions based on these modern concepts have a number of relative advantages in the international labor market, including:

- preparation of graduates within the framework of a narrow specialty in accordance with the needs and direct participation of personnel customers;
- implementation of the educational process of specialists directly combined with innovative processes;
- preparation of specialists not only for the domestic market of the country, but also for the international labor market;
- training of specialists in several higher education institutions in a continuous sequence;

- conducting qualification practices, which are considered an important component of the educational process, in enterprises and organizations that are direct personnel customers, etc.

It can be clearly observed from the history of the evolution of the development of the university system that every wave of development in the world leaves its mark on the development of higher education institutions. The development of the universities operating under the initial control of the church under the influence of the changes during the Renaissance, the emergence of a new university model prototype in Germany - the Humboldt model, the formation of the "polytechnic university" model in the period after the French Revolution, and the transformation of higher education institutions into "entrepreneurial universities" based on the knowledge economy at the beginning of the last century. related changes are clear evidence of the above points.

Having studied the laws of change during the development of higher education institutions in the past periods of human development, it is appropriate to divide the models of competitive personnel training in the higher education system into the following models (Figure 1):

1. Model of the German Classical University (Humboldt). This model differs from early medieval universities in a number of specific aspects and became the prototype of scientific research university in the 19th century.

Wilhelm von Humboldt (1767-1835), the founder of the German classical university model, founded the 4 main functions of the classical university, different from the early universities - the functions of developing, collecting and storing, transmitting and distributing knowledge, and the functions shown in the activities of the universities established on the basis of this model can be seen to apply.

It is assumed that the quality and level of competitiveness of the trained specialists of the Humboldt University model will be ensured by the integration of scientific research and educational processes with the orientation of students to modern innovations in the process of implementation of educational services. That is, in the course of education, the student conducts scientific research within the scope of his specialty, implements the results of research and participates in the distribution of income from the created innovation.

Model of the German Classical University (Humboldt).	Neoclassical "polytechnic" university model	"Entrepreneurship University" model
Formation of graduate competitiveness on the basis of innovation and research integration of the educational process	The formation of graduates' competitiveness in the standard educational process and the involvement of selected students in research activities	The formation of competitiveness of graduates with the construction of the educational process on an innovative basis
Basing university activities on fundamental principles	Basing university activities on fundamental and pragmatic principles	Basing university activities on fundamental, pragmatic and communication principles

Figure 1. Types of university models and features of competitive personnel training¹

¹ Developed based on the author's research.

This system, on the one hand, by effectively integrating the research process into the educational system, forms the competitiveness of graduates by transferring the professional competences of trained specialists to an innovative basis, on the other hand, it increases the image of the university by demonstrating the potential of trained specialists among employers, and thirdly, by commercializing the innovations created in the educational and research process. provides income for the researcher and the university. The main elements of the Humboldt University model are still evident today in the activities of some universities in Germany and Europe. The fact that most of the potential graduates of the universities operating on the basis of this model were hired by the employers before they even graduated from the university and continued their education with direct practice shows that the Humboldt model has significant advantages in terms of the competitiveness of the trained personnel.

2. Neoclassical "polytechnic" (French) model of a research university. This model was formed in France (University of Paris) as a result of the transformation of the educational model of universities into research universities combining science and education as a result of the first scientific revolution at the end of the 19th century.

The "Polytechnic" university model differs from the classical university model in that higher education institutions prepare specialists in many areas, denying the concept of specialization of universities in fundamental areas. Specialists in narrow specialties are trained in higher education institutions operating on the basis of this model, and the involvement of students in innovative activities is monitored by their participation in projects that are separate from the educational process. In the educational process of the main activity of the university, it is envisaged that specialists will be prepared within the framework of standard requirements, and it will be carried out with the involvement of selected students who are talented and eager for innovations in the scientific research process.

The "Polytechnic" university model is observed today in many universities of the world operating on the basis of the "University 2.0" concept.

3. "University of Entrepreneurship" model. This model was formed in the 40s of the 20th century as a result of the desire of higher education institutions to operate freely in the market of education and innovation, and its main feature is the simultaneous solution of educational, scientific and innovative-entrepreneurial tasks.

A modern university is an active, multifaceted and effective institution of society, in addition to academic education in such universities, it is necessary to encourage the entrepreneurial activity of graduates, which in turn makes it possible for the university to become a center of socio-economic development.

The history of the University of Entrepreneurship begins with the creation of Silicon Valley in California (late 40s-early 50s of the 20th century). The main purpose of this was to establish cooperation between MIT and business. Halmers University (Gothenburg) has been the first entrepreneurial university in Europe since 1994.

For the first time, the phrase "entrepreneurial university (institute)" was coined by the British researcher Burton Clarke in "Creating entrepreneurial institutes. used in the book "Organizational Ways of Transformation". The author of the "Entrepreneurial University" concept is Stanford University professor Henry Itskovits.

The main features of the "Entrepreneurship University" model that differ from other models are as follows:

1. Entrepreneurial universities are engaged in social entrepreneurship. The essence of the entrepreneurial university can even be expressed through the following 4 aspects identified by Y. Schumpeter (1883-1950):

- striving for news (innovations);
 - awareness of risk;
 - believe in one's own strength;
 - feeling of independence.
2. Entrepreneurial University has a multi-channel system of financing its activities from the following sources:
- providing educational services and publishing and selling educational literature;
 - finding funds from business by attracting joint commercial projects;
 - receipts from fulfillment of regional orders;
 - state orders;
 - graduates;
 - international charitable organizations (fundraising, endowment and other charitable organizations).
3. The University of Entrepreneurship constantly comes up with initiatives to engage in new types of activities, i.e. to strengthen competition and diversify activities, improve marketing services. They are also engaged in the search for opportunities within existing (controllable) resources and innovations, technopark environment and technopark thinking.
4. Entrepreneurial University will carry out deep transformation according to its internal strength (permanent). Innovation and project orientation encompasses both education and research. As a result, the concept of professionalism is changing. An interdisciplinary teamwork style is confirmed. Scientific research focuses mainly on applied research and innovation development.
5. The entrepreneurial university brings international relations to a new level of interaction with the external environment. The multifaceted interactions of the entrepreneurial university with partners can be viewed through G. Itskowitz's principle of "Three Spirals", which represents the relationship between business, government and the university.

The increase in the role of the entrepreneurial university is explained by its ability to lead to practical application as a mechanism for "generation" of knowledge. Acceleration (strengthening) programs, new teams consisting mainly of young people, successful start-ups ("the beginning of the process"), spin-offs ("advertising, messaging", "results in cooperation") - subsidiaries for commercial proposals reorganization of companies by separation plays an important role. Today, entrepreneurial universities are gaining importance in the global information society and in strengthening international relations, implementing the policy of inter-civilizational synergy.

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