

IMPACT OF DIGITAL ECONOMY TO HIGHER EDUCATION SYSTEM.

Qurbonova Farangiz Maxmudovna

Assistant Lecturer

Zarmed University

Samarkand, Uzbekistan

farangizabduraximova131@gmail.com

Abstract: The aim of this article is to influence of the digital economy to development of the higher education system. To address this objective, the authors applied analytical and synthetic methods, along with content analysis, scientific abstraction, and systematization. The findings suggest that strengthening the positive influence of higher education on the digital economy requires several key actions. These include improving dual education systems to supply the national economy with highly skilled professionals and innovative thinkers; implementing lifelong learning initiatives and short-term specialized training programs; fostering an information-driven and innovation-oriented culture within society; supporting the development and commercialization of innovative ideas in the real economy; advancing innovative and digital infrastructure; encouraging youth-led innovation projects; and improving English language proficiency to increase participation in international scientific and educational collaborations.

Keywords: global cooperation, digital economy, national economy, digital transformation, extracurricular activities, linguistic elements, content analysis.

Nowadays of globalization, the digital economy is penetrating every field and sector, and data is being digitized. Uzbekistan is no exception. On July 3, 2018, President Shavkat Mirziyoyev signed Resolution PQ-3832, "On Measures for the Development of the Digital Economy in the Republic of Uzbekistan" [1]. This resolution outlines the most important tasks for the development of the digital economy.

Activating the development of the national economy based on sustainability and information necessitates considering a combination of dynamic exogenous and endogenous factors, with scientific-technological and informational factors playing a crucial role. Considering the intensification of globalization, the aforementioned factors contribute to the digital economy's emergence, in line with the global trends defined by developed countries—transforming social relations and the role of fundamental and applied knowledge and information while shaping the digital economy with resources. Moreover, the distinctiveness of the digital economy manifests in actively integrating it into socio-economic relations at various levels and the synergistic effects that arise from the interaction between participating entities. These interactive characteristics demand in-depth exploration to further clarify the regulatory mechanisms for transitioning to a digital economy.

The efficiency of transitioning the national economy to an information-based model largely depends on national strategic visions, political will, and the availability of financial resources. This transition implies the technological modernization of the real economy sector and brings about structural and functional changes at macro (national economy), meso (regional socio-economic systems), and micro (economic entities) levels. The transition also occurs in the context of the objective facts of cyclical economics, rapid scientific-technological development, and growing political and military threats amid current economic and social issues. Necessary changes should be grounded in the formation of new knowledge and ideas, the production of scientifically demanding products, the commercialization of scientific and technological developments, and extensive application of modern information resources in practice. In other

words, we are discussing a progressive transition to a digital economy— “a part of the core economy that studies the economic laws of production and generates scientific-technological information and scientific knowledge” [3]

The aim of this article is to study the role of the higher education system in shaping and advancing the digital economy. The main objectives of the article are as follows: identifying contemporary factors for the development of the digital economy; investigating scientific approaches to studying the role of education in societal and economic progress; analyzing the contribution of higher educational institutions to the development of the digital economy through their functions; highlighting the importance of dual education in the development processes of the digital economy.

In response to the trends in the digital transformation of the economy, higher education is also being digitized, as reflected in several scientific publications. Specifically, Fadeeva (2021) focuses on the technologies supporting digital tutoring for students learning foreign languages remotely. Shulga et al. (2021) analyzed linguistic and cognitive barriers faced by users of Internet technologies, concluding that online education, along with banking and e-government, is among the most widespread practices. Mammadov Nasira Shakhmurodovna and others (2019) examined the characteristics of developing students' communicative competences in foreign languages within the context of national higher education systems in the era of globalization and internationalization. Articles by Sandal et al. (2020) discuss the development of foreign language communicative competences in extracurricular activities at universities.[4]

A considerable number of publications exist at the intersection of economic phenomena and processes, reflecting linguistic elements. For example, Makashina et al. (2021) focus on etymological concepts related to economic implementation. In the works of Selamovski et al. (2021), the characteristics of strategic linguistic definitions and policy discussions for evaluating tax efficiency and economic impact are explored. Bogomolova et al. (2021) present contemporary digital tools for mass recruitment for large retailers, alongside the linguistic and cultural definitions of countries. Despite these comprehensive studies, they do not sufficiently address the critical aspects of digitizing national economies, which is the central focus of this paper. Despite the well-established body of research, the role of higher education in accelerating the processes of shaping the digital economy requires further in-depth investigation. [6]

The research applied the following methods:

- Analysis and synthesis to determine the level of development of the research problem.
- Content analysis to explore scientific approaches to identifying the role of education in societal and economic development.
- Scientific abstraction and systematization to generalize processed scientific materials and form positions on prospective directions for enhancing higher education's impact on the digital economy.

In modern conditions, market leaders are enterprises capable of producing innovations, actively introducing innovative technologies, and efficiently utilizing information resources. These companies' distinctive feature is their ability to self-organize and self-develop. In highly competitive environments, innovative companies, creative ideas, and non-standard decision-making hold a competitive advantage.

The economic system is undergoing significant changes under the influence of information and communication technologies. The implementation of modern technologies optimizes and accelerates business processes, reducing product manufacturing and delivery time to consumers. Moreover, innovative information-communication technologies are becoming an integral part of business. This is manifested in the unprecedented growth of services, the large-scale development of electronic business, and the emergence of so-called virtual enterprises. In higher

education, this is reflected in the widespread implementation of dual education, and in the public sector—the emergence of the "electronic government" model, along with organizing electronic document circulation.

Cultural factors are significant, with the development of information and innovation cultures in society acting as the foundation for accelerating the development of the digital economy. This enables citizens and business entities to recognize the importance of information resources and innovations in ensuring economic growth.

Regulatory factors include, on the one hand, the protection of intellectual property rights, along with a normative framework for the implementation of educational, scientific, technical, and innovative activities. On the other hand, these factors involve minimizing bureaucratic procedures, ensuring compliance with existing legislation, and aligning regulatory measures with changes in the external environment, such as those within the European Union standards.

For many developing countries, the financial factors related to economic development remain particularly challenging—characterized by political and economic instability, limited resources, and a complex geopolitical situation. The underdevelopment of financial factors leads to a lack of capacity for updating the material-technical base of economic entities, introducing technological innovations, and producing innovative products.

The issue of coordination can help address these challenges. In the digital economy, sectoral collaboration is crucial. This is because close business relationships with knowledge-producing organizations (universities, research institutes) are required for the rapid adoption of business innovations. Coordinating the interests and activities of participants in various sectors of the national economy enables the integration of intellectual, financial, and logistical potential, maximizing synergies for achieving innovative development goals.

In this regard, it is important to emphasize the underdevelopment of regulatory mechanisms and the lack of mechanisms for stimulating cooperation between higher education institutions, the business sector, and scientific-technical fields in Uzbekistan.

Moreover, the development of the digital economy is defined by innovative factors as, innovation potential, the ability of economic entities to adopt innovations, their openness, and the ability to bring ideas to the commercialization stage. The ability of entities to create adaptive organizational structures and ensure innovation is also of critical importance. These factors enable the development of effective inter-sectoral cooperation mechanisms in education, science, and innovation fields, which, in turn, improves the efficiency of dual education programs jointly implemented by universities and businesses.

The intellectualization factor requires a complex approach. First, educational inclusion indicators, increasing the proportion of the population with higher education, and the loss of the elite status of higher vocational education in mass education are key considerations. Second, employers' demands for employees' qualifications are evolving in terms of creativity, technological proficiency, and the readiness to adopt innovations. Third, through the modernization of the higher education system, ensuring its alignment with the needs of the digital economy is essential. Finally, the results of fundamental and applied research, conducted by universities, create the foundation for the sustainable development of the digital economy.

In the context of the study, the deep exploration of higher education's potential to shape the digital economy in China is emphasized. Educational institutions, in line with employers' demands, ensure the preparation of highly qualified specialists, foster innovation, and facilitate the transfer of these innovations into the real sector of the economy. Strengthening the constructive impact of higher education on the development of the digital economy requires transforming universities into powerful innovation and transfer centers. Universities must become the driving force of change, taking into account both traditional and modern functions to

meet societal demands. This requires a focus on both traditional educational and scientific functions as well as modern functions related to innovation, entrepreneurship, and international collaboration. With rapid globalization, understanding the evolving demands for graduates

Reference

1. [Bobokhujaev Sh.I.](#), Otakuzieyva Z.M. Development Of Digital Economy In Uzbekistan And Problems Of Implementation Of Ict In Enterprises
2. Drucker, P. The new realities. Oxford. (1996).
3. Fadeeva, V. Tutor Support in the Process of Language Education Digitalization: A Case Study of University Distance Language Learning. ALRJournal, (2021). 5(3), 70-75.
4. Mammadov, Nasiraga Shakhmurad oglu, Sokolova, S., Kholiavko, N. (2019). Development Of Students' Foreign Language Communicative Competence In Context Of Internationalisation And Informatisation Of Higher Education. Advanced Education, Special Issue 11, 22-29.
5. Newman, J.H. The Idea of University defined and illustrated. London: Longmans, Green&Co. (1887).
6. Shulga, T., Charikova, I., Smirnov, V., Zharkova, A., Yarygina, N., Kanyaeva, O., Muradova, I. Digital Transformation, Communication Culture, Language and Cognitive Barriers by Internet Users Views. ALRJournal, (2021). 5(6), 195-200.
7. Analysis of the development of communication infrastructure. Official site of the State Statistics Committee of the Republic of Uzbekistan. [Electronic resource]. URL: <https://stat.uz/uploads/docs/Svyaz17-ru.pdf>. (Date of treatment 09.10.2019).