COMPETITIVE PERSONNEL TRAINING SYSTEM IN DEVELOPED COUNTRIES

Jo‘rayev Soxibjon Nodirbek o‘g‘li

Master of Accounting, Namangan Engineering-Construction Institute
E-mail: sokhibjourayev1502@gmail.com

Abstract: The article analyzes the structure of the higher education system of developed countries such as Germany, Japan, South Korea and the USA. Features of management of higher education institutions by the ministry and local governments are described. Positive trends such as higher education policies of developed countries and protection of the interests of higher education institutions by the government have been revealed. Measures taken by developed countries to solve problems in higher education are analyzed. Strategic planning and coordination directions of activities of higher education institutions have been researched in order to use available funds rationally and efficiently. Issues of improving relations between the state and higher education institutions are described in the directions of higher education reform. A scientific conclusion and practical recommendations related to the training of competitive personnel in the higher education system are given.

Keywords: higher education institution (HEI), Germany, Japan, South Korea, USA, higher education system, quality of education.

Introduction:

At present, large-scale scientific research is being carried out on the further improvement of the quality of personnel training in the higher education system at the world level, taking into account the regional aspects. In this regard, special attention is paid to the creation of innovative models of higher education personnel training in regions with different conditions, to the research of the problems of coordinating the rapidly changing needs of the economy for highly qualified specialists with the existing opportunities and potential of personnel training. It should be noted that further improvement of the processes of modeling and forecasting of the quality and potential of personnel training in the regions is one of the important scientific trends in this regard.

In the developed countries of the world, in the higher education system, a wide range of activities are being carried out to prepare competitive personnel, to improve their quality, to take into account the regional characteristics of education, and to develop organizational and economic mechanisms. The influence of higher education on the development of the national economy is becoming a leading factor of innovative development. Nevertheless, in world practice, problems such as the establishment of special funds for the training of specialists in need in sectors and areas of the economy, the revision of the procedure for the use of financial resources allocated to higher education institutions, and the identification of priority areas for which financial resources should be allocated based on the results of the audit are waiting for their solution. This is the formation of effective methods and criteria for ensuring and evaluating the quality of education, evaluating the content and effectiveness of science programs, improving the composition of professors and teachers, effective organization of educational processes and wide implementation of modern innovative educational technologies in practice, higher education institutions, students, graduates, work development of feedback between providers and the public requires conducting research aimed at increasing the competitiveness of graduates of higher education institutions in the labor market.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

Analysis of literature on the topic

Based on regional socio-economic development characteristics, a number of scientific results have been obtained in the scientific research conducted in the world on improving the quality of personnel training in the higher education system. In particular, in the concept of sustainable development of the UN until 2030, "the implementation of mechanisms for improving the management of the education system, the process and tools of the quality assessment of education" [1] is defined as an urgent task. According to the World Bank, "human capital" makes up 64% of the world's national wealth. This indicator is 70% in high-income countries, 58% in middle-high countries, and 41% in low-income countries" [2]. Based on the socio-economic development prospects of the regions, the mechanism of improving the quality of personnel training has been improved [3]. Scientific approaches on the role of management in planning the higher education system, setting promising indicators have been developed, and the mechanism of financial-economic, social, technical, and environmental assessment for improving the quality of the personnel of the higher education system has been substantiated [4]. At the level of the regions, the rating assessment of the coverage of the population with higher education was carried out [5]. National standards have been established on the basis of the international mechanism for the improvement of personnel training in economic sectors and fields, increase in investment efficiency, and quality assessment in the higher education system [6].

Taking into account the regional features and factors in the world, the researches carried out on the improvement of the quality of personnel training in the higher education system: development of effective forms of higher education personnel training based on the characteristics of the regions; coordination of the rapidly changing needs of the economy for highly qualified specialists with the existing opportunities and potential of personnel training; the quality and efficiency of personnel training in the region and the system of higher education can be divided into directions such as improvement of simulation modeling and forecasting processes based on the target needs and the structure of the demand for personnel.

In our opinion, research aimed at improving the quality of education and improving management, taking into account the territorial characteristics of higher education institutions, is gaining urgent importance today.

Research methodology

In this work, a multidimensional hierarchical classification method was used to study the world experience of competitive personnel training in the higher education system. As a result, there is an opportunity for a complex analysis of political and socio-economic factors directly and indirectly connected with the higher education system of developed countries.

Analysis and results

In the world, the field of education has become, firstly, the leading factor ensuring the socio-economic development of countries, and secondly, the level of knowledge of the population, the development of educational and scientific infrastructure, new knowledge, innovative activities, new technologies in production are a necessary condition for the stable and effective development of the economy. The formation of the education system is becoming a means of entering the international labor and new technology markets in the conditions of globalization. From this point of view, we can say that the world education system is based on a high level of competition. This situation is the

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

reason for paying special attention to the priority development of the education system in developed countries.

In turn, the educational system, in cooperation with the science sector, provides knowledge, wide use of advanced science and technology and technologies, creates innovations in various directions of socio-economic development of our national economy, as a result, ensures the competitiveness of the national economy. It is necessary to take this situation into consideration when defining priorities for improving socio-economic relations in the educational system and developing scientific and practical proposals.

Today, increasing competition in the field of education in foreign countries has become the main source of economic growth. According to the data of American scientists researching the economy of education, 15-20 percent of the national income falls on the education sector, 20-40 percent is the improvement of scientific knowledge and their support in economic growth, and the role of higher education institutions in this process is incomparable. it is conducted in higher education institutions (HEIs). Currently, on average, 32 percent of working-age people (25-26-year-olds) have completed higher education. Canada (43 percent), USA (38 percent) and Japan (36 percent) have the highest share of highly educated people, Mexico (6 percent), Turkey and Portugal (9 percent) have the lowest share [7].

Higher education in Germany is based on state-owned HEIs. Despite the rapid development of private HEIs in recent years, their share in the education system is very small. They are, firstly, small HEIs aimed at meeting the demand in the labor market, and secondly, they are established or corporate educational institutions with the financial support of private companies.

The difference of higher professional educational institutions from HEIs is that they are specialized educational institutions and are smaller compared to HEIs, and the average duration of study is five years, master's degree - 1, 1.5 and 2 years, bachelor's degree - 3, 3.5 and 4 years, doctorate - 2 to 3 years. There are 60 percent of state HEIs in the country, 30 percent of private HEIs, and 10 percent of HEIs owned by the church, with 1.8 million students. or 32 percent of young people study. Among HEIs, 96 are universities, where 72.9% of students study [8].

The higher education system in Germany is managed by local governments. First, they have full autonomy over the development of the higher education system, including the management of higher education institutions, and secondly, they control the entry requirements, curriculum framework, testing system, faculty staffing, and salary payment system of higher education institutions.

The activities of local bodies on the management of the higher education system are coordinated by the Conference of Regional Ministries of Education and Culture. It has a policy and management committee in the field of higher education. In relations with the government, the interests of higher education institutions are protected by the conference of rectors and presidents of higher schools. This body acts as an intermediary between various federal and local ministries and the education system. The Federal Territorial Commission "Development of the Education System and Research" is a joint body acting at the government level. It deals with the general issues of the development of the education system at the national level and the development of proposals for the financing of scientific research activities.

In addition, a special body funded by local and federal governments, called the "High School Information System", deals with improving the management structure and methods of higher education institutions. In 1978, the Higher Education Act was adopted in Germany. Thus, the management of higher education in Germany is decentralized at the national level, but highly centralized at the local level.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

In general, the share of the government in financing higher education is 8 percent, the share of regional governments is 90 percent, and the share of individuals and organizations is 2 percent [8]. In Germany, spending on higher education is equal to 1.2% of GDP [9]. The process of financing higher education institutions is a multi-stage, complex process. Control of government bodies at various levels plays a key role in this.

The process of globalization created the need to unify the higher education system in the European Union, and to reform the higher education system in Germany. Its purpose is to create a competitive environment in the higher education system and implement mechanisms to encourage the improvement of the quality of education.

It is worth noting that the excessive length of study time, the high rate of student exclusion, the insufficient effectiveness of scientific guidance in the process of writing graduate theses and master's theses at the first stage of education, and the decrease in the international competitiveness of the country's higher education system were considered the reasons for the need to reform the higher education system. .

In Germany, the following measures were implemented in order to overcome this deficiency and reform higher education:

- the range of goals and tasks set by the society for higher educational institutions has been expanded. It included tasks such as professional development programs, dissemination of scientific and technical knowledge, as well as social support of students within the framework of continuous education;

- it was found that students should also participate in the continuous assessment of teaching and research activities and the quality of teaching. The purpose of announcing the evaluation results is to help applicants choose a higher educational institution, to develop the content and forms of education, and to effectively distribute resources based on the results of the activities of higher educational institutions;

- the nominal system of the budget (general budget without items) is being implemented in some universities as an experiment. This new system of financing, firstly, gives a certain degree of independence to higher education institutions, secondly, it allows to strictly control the efficiency of higher education institutions, and thirdly, it expands the scope of freedom of higher education institutions in terms of distribution of funds. This increases the efficiency of financial management and ensures transparency in spending funds;

- a system of budget allocation indicators has been developed. In particular, the number of graduates, the arrival of additional funds for research, the number of defended dissertations, the number of first-year students, the amount of scientific staff rates. The use of these indicators leads to an increase in the efficiency of allocation and use of budget funds.

The higher education system in Japan was historically influenced by the German model. Organizationally, the centralized management by the Ministry of Education is combined with the autonomous functioning of HEIs.

Doctorate studies, scientific research institutes and centers are free from the leadership of HEIs. They are directly managed by the Ministry of Education. Rectors of HEIs are honorary leaders of specific confederation associations. At the same time, the quasi-autonomous system operates on the basis of the rules developed by the Ministry of Education. Heads of academic departments are the implementers of the policy of the Ministry of Education.

There are three types of HEIs in Japan. These are national, municipal and private HEIs. 628,100 students study in 137 national universities of Japan. This is 20% of all students. 75% of universities of this type are financed from the state budget. The majority of students (76 percent) study in private

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

HEIs. The number of private HEIs is 965. They are financed through private sources. In addition, there are 122 municipal higher education institutions operating in Japan. They are managed by local and regional governments [10].

In recent years, Japanese corporations, in need of practical knowledge and highly qualified professionals, have demanded reform of the higher education system. The reforms are aimed at ensuring relations based on the promotion of market competition in the higher education system.

The reforms of the higher education system implemented in Japan envisage strengthening the autonomous functioning of higher education institutions, giving their leaders independence in making decisions on the issues of budget formation and personnel remuneration, development of educational programs and opening of new courses.

It is known that South Korea was a Japanese colony from 1910 to 1945. As a result of the policy of making South Korea completely illiterate, the literacy rate at the time was only 13.8 percent, according to the Archives Committee of 1944. In 1945, along with World War II, Japanese colonialism in South Korea ended. Now South Korea, of course, had the task of changing the education system, among other areas (Table 1).

Table 1

Education system in South Korea [11]

Steps	Duration of education	Obligation
Elementary school	6 years	Mandatory
High school	3 years	Mandatory
High school	3 years	Not mandatory
(Vocational Education) College	2 years	Not mandatory
(Higher Education) Univ	4 years	Not mandatory

In South Korea, first of all, the "Committee for the Development of Education" was established and the task of creating textbooks was put before the committee. The study of the educational system was continued, ethics, ethics, technical sciences were introduced. Since 1963, attention to natural and social sciences has increased in the educational system. In 1981, First President Jeon Doo-hwan outlawed private tutoring and private educational institutions in the country. But he created opportunities for independent work at school. By 1992, the government granted several incentives for the further development of the activities of primary schools.

Students are admitted to the 1st year of the upper school at the age of 17 and study until the age of 19. High schools are divided into several types: public high schools (administered by the Korean Ministry of Education and Science, Ministry of Culture, Physical Education and Tourism); General high schools (managed by higher organizations in each province); private high schools. Also, higher schools are divided into several types according to teaching subjects: general schools; specialized

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

schools (agriculture, industry, maritime, information); special schools (lyceum-type school); technical schools; foreign language school; physical education school; art schools.

There are also high schools in South Korea specially established by the Ministry of Education. These will mainly specialize in agriculture, fisheries, industry, and international languages. High school is not as compulsory as high school, but according to 2005 data, 97 percent of Korean youth have completed high school (Table 2). This is a very high indicator. The most famous HEIs in South Korea are: Seoul National University, Korea Advanced Institute, Pusan National University, as well as private HEIs: Korea University, Pohang University, Yonsei University, Sogang University, Hanyang University, Sungkyunwan University and Women's University.

Table 2

Higher education system in South Korea [11]

Institution	Information to be provided
College	Professional information
OTM	Higher education

Today, the US National Education Goals program shows that education is the key to economic power and security, creative potential of science, culture, art, and America's global competitiveness in the 21st century [11].

The USA ranks first in the world in terms of the number of higher education institutions and students. In 1995, there were 3,501 HEIs in the United States, of which 1,548 were public and 1,953 were non-public, this figure reached 4,599 as of 2014 [11]. The US government improved upon the European education system that prevailed in the late 19th century, creating a multi-level but university-style system of higher education. The subcategory of the US higher education system includes two-year colleges, the number of colleges is 1382, of which 958 are public and 424 are private educational institutions. These colleges are divided into technical or junior colleges and local colleges based on their focus. Local colleges, in contrast to technical colleges, not only provide vocational training, but also cover the first 2-year program of the university education system. College graduates will be able to enroll in HEIs with an associate's degree. The number of middle-class institutions in the system of higher education - 4-year colleges is 1,963 in the United States, of which 496 are public and 1,467 are non-public colleges (Figure 1).

There are 156 universities in the advanced category of higher education institutions, of which 94 are state and 62 are non-state universities, where 40-45 percent of students study. The US higher education system is a decentralized system, and no government agency provides the US higher education system with uniform state educational standards and programs. In universities, all academic issues such as criteria for the selection of applicants, financial support services for students are formulated.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

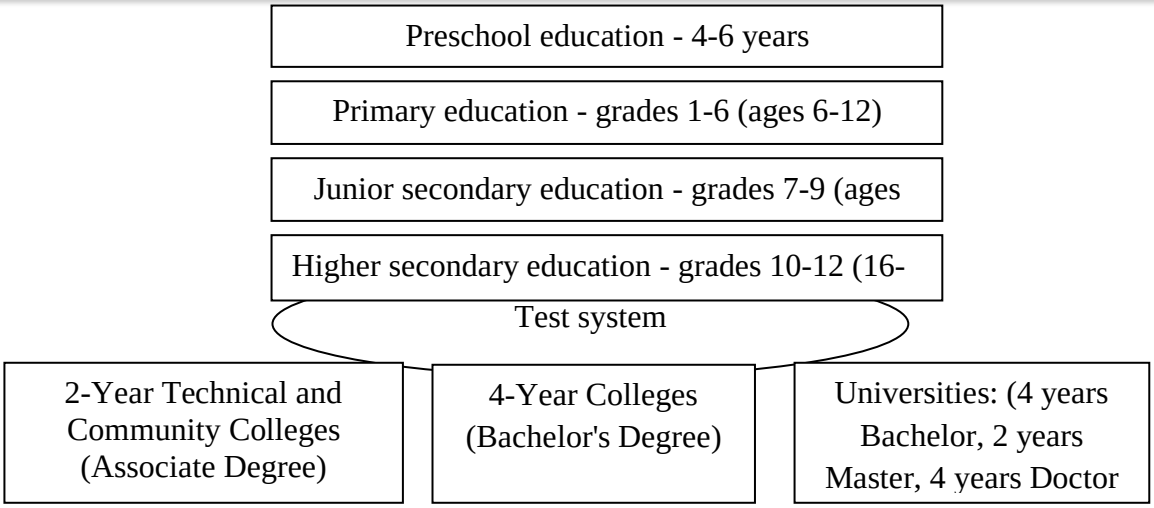

Figure 1. US education system [11]

School graduates with complete secondary education are provided with a school diploma to enter HEIs, in addition to taking entrance tests, they are accepted based on the overall average score, and the recommendations of teachers are important in the admission process. Those who want to get a bachelor's degree must have at least 500-550 points in the English proficiency test and 700-800 points in the main subjects.

And students who want to get a master's degree must take the CRE test. In US higher education institutions, a student is not admitted to a faculty and department, but chooses a bachelor's program, chooses his specialty after the first year only when he accumulates 30% of the necessary credits for the diploma. About 38,000 specialists are awarded higher academic degrees in American universities per year.

One of the features of the US higher education system is that the teacher is a source of information during the educational process, teaches the student to acquire independent knowledge, directs him to open his abilities, individual study plans, programs for gifted students, selective study of subjects, simultaneous study in 2 faculties or 2 HEIs, rapid training , mechanisms such as support for gifted students have been developed. The organization and control of the assessment of student knowledge is multi-staged: 4-6 short surveys in seminar sessions during the semester work, 2-3 written exams on lectured courses in one semester, includes final semester exams, evaluation system "5" is a score and is designated by letters of the alphabet.

The teaching staff of the USA is divided into 4 levels: the position of instructor at the master's level is the 1st level (a graduate master's degree is selected with the condition of reappointment for 1 year), the position of assistant professor is the 2nd level (persons with a doctoral degree are reappointed for a period of 3 years, if he proves himself to be a good pedagogue and researcher, he will be appointed to the position of associate professor, after 10 years of work, he will be offered the highest academic position - the position of full professor. have (Fig. 2).

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

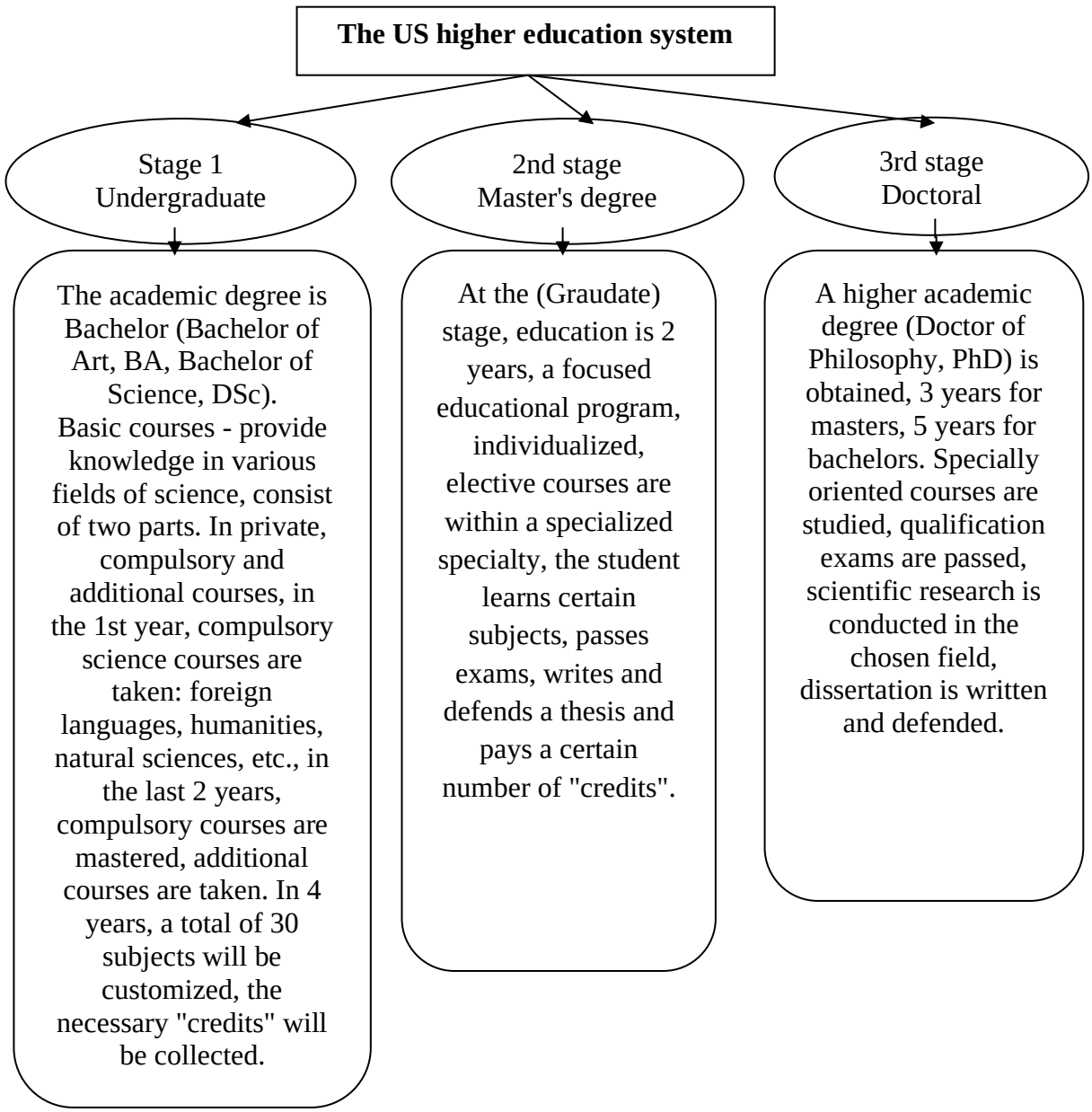

Figure 2. The higher education system in the United States [11]

US higher education is one of the best and most efficient educational systems in the world, and is more market-oriented. Quality control of higher education is organized by the Accreditation Board of American Colleges and Universities.

The higher education system of the USA is characterized by the following: wide autonomy of higher education institutions and lack of centralized state control over their activities; presence of public and private sectors; multiple sources of funding; that it has high efficiency due to the formation of a competitive environment in the higher education system. Currently, the US higher education system includes 3,600 different higher education institutions. In the US higher education system, the number of private institutions of higher education is greater than the number of public institutions of

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

higher education. However, 64 percent of all students study in state-owned higher educational institutions [12].

Financing of higher education in the USA is characterized by multi-source. In private higher education institutions, one-third of the funding is provided by the state, and the rest is made up of student fees. 45% of the expenses of state-owned universities are covered from the state budget, and 11% from the state budget [13].

In general, in world practice, relations between the state and higher educational institutions are conducted on the basis of a contractual system. Each higher education institution develops its own development strategy. This strategy includes an assessment of the technical tools necessary for curriculum development and implementation, and the resources needed for training and retraining. Also, ministries of education carry out tasks of decentralization of management of HEIs, strategic planning of education sector development, analysis, coordination, evaluation and control of education quality, and the remaining tasks are left to the discretion of local governing bodies. In order to increase competition among higher education institutions, measures have been developed to eliminate the inequality between state-owned and private HEIs, to encourage the establishment of higher education institutions by local government bodies, business associations or businessmen's associations.

Conclusions and suggestions

There are certain differences in the structure, management and financing systems of higher education systems in Germany, Japan, South Korea, and the United States. However, despite this, their main features are consistent with each other. They can be explained as follows:

- recognition of the necessity of reforming the higher education system and adapting it to the constantly occurring changes to ensure the competitiveness of countries in the world market under the influence of the globalization process;
- the need to decentralize the management of the higher education system, the need to transfer the management of state bodies from administrative methods to indirect, that is, economic methods;
- formation of a healthy competitive environment among higher education institutions in the field of education, the need to carry out the activities of higher educational institutions on the basis of strategic management;
- popularization of higher education on the basis of creating equal opportunities for all levels of the country's population, trying to introduce new mechanisms of financing higher education and increasing its effectiveness;

The following experiences in improving the higher education system in foreign countries are important for our country:

1. Finding a reasonable ratio between centralization and decentralization of management of the higher education system and transition to economic methods in management;
2. Improving the mechanism of creating a healthy competitive environment in the educational system;
3. Improving the quality of education by reforming the higher education system and adapting it to the changes that are constantly taking place;
4. Introduction of higher education financing market mechanisms.

Of course, today in Uzbekistan, a system of continuous education has been established that corresponds to international standards. However, the issues of improving the quality of education, forming market relations in the field of education, and adapting to the globalization process taking place in the world still remain relevant. The existing problems of developing higher education in the analyzed countries, adapting it to the external environment, and increasing its effectiveness are to one

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

degree or another characteristic of the educational system of our country. Therefore, their experience in this regard is also important for the Republic of Uzbekistan.

REFERENCES:

1. Sotvoldiev Nodirbek Jurabaevich, & Mullabayev Baxtiyarjon Bulturbayevich. (2021). ECONOMIC DIAGNOSTICS OF HIGHER EDUCATION INSTITUTION. Web of Scientist: International Scientific Research Journal, 1(01), 1–10. Retrieved from https://wos.academiascience.org/index.php/wos/article/view/1
2. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Possibilities of using foreign experience to increase the quality of education in reforming the education system of the Republic of Uzbekistan. Web of Scientist: International Scientific Research Journal, 1(01), 11-21.
3. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Directions for improving the food market in the Fergana region. Innovative Technologica: Methodical Research Journal, 2(01), 1-8.
4. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Directions for food security in the context of globalization. Innovative Technologica: Methodical Research Journal, 2(01), 9-16.
5. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Management Of Higher Education Institution-As An Object Of Economic Diagnostics. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 1(01), 11-20.
6. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). THE ROLE OF DIAGNOSTIC MODELS IN THE STUDY OF THE ACTIVITIES OF HIGHER EDUCATION INSTITUTIONS. ResearchJet Journal of Analysis and Inventions, 1(01), 54-65.
7. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). Improving economic diagnostics and its implementation mechanism in assessing the quality of higher education.
8. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). DIRECTIONS AND PECULIARITIES OF STATE REGULATION OF THE FOOD MARKET. ResearchJet Journal of Analysis and Inventions, 1(01), 1-8.
9. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). The Concept of Food Safety and Its Scientific-Theoretical Concept. ResearchJet Journal of Analysis and Inventions, 1(01), 9-22.
10. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). THE SYSTEM OF HIGHER EDUCATION IN THE DEVELOPMENT OF THE NATIONAL ECONOMY. ResearchJet Journal of Analysis and Inventions, 1(01), 23-32.

11. Bulturbayevich, M. B., & Ikrom o'g'li, I. F. (2023). DEVELOPMENT OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP AND INCREASING ITS SHARE IN ECONOMIC SECTORS. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 12(07), 22-34.
12. Bulturbayevich, M. B., & Shakirova, G. (2023). RATIONAL USE OF WATER IN AGRICULTURE OF THE REPUBLIC OF UZBEKISTAN AND ITS PROBLEMS. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 12(07), 35-51.
13. Bulturbayevich, M. B., & Sharifjanovich, Q. T. (2023). PROBLEMS OF RISK MANAGEMENT IN FARM ACTIVITIES. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 12(05), 31-39.
14. Bulturbayevich, M. B., Abduvafoevna, M. M., & Murathodjaevna, S. F. (2023). IMPROVEMENT OF MODERN ENERGY INDUSTRIES IN THE CONDITIONS OF DIGITAL

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

ECONOMY. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 12(05), 1-8.

15. Bulturbayevich, M. B. (2023). Increase The Share Of The Population In The Economic Sectors Through The Development Of Small Business And Private Entrepreneurship. Journal of Survey in Fisheries Sciences, 10(2S), 2937-2943.

16. Bulturbayevich, M. B., & Sharifjanovich, Q. T. (2023). MANAGEMENT SYSTEMS OF AGRICULTURAL PRODUCTS IN THE REPUBLIC OF UZBEKISTAN. INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 17(01), 1-8.

17. Bulturbayevich, M. B. (2022). The Role Of Small Business Entities In The Development Of The Republic Of Uzbekistan. INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 16(11), 17-22.

18. Bulturbayevich, M. B., & Botir, G. (2022). THEORETICAL FOUNDATIONS OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(09), 44-47.

19. Bulturbayevich, M. B., & Abduvafoyevna, M. M. (2022). Development of Methodology for Managing the Activities of Vertically Integrated Industrial Enterprises. INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 16(06), 95-105.

20. Bulturbayevich, M. B., & Abdulkholik, I. (2022). THE STATISTICAL NATURE OF ECONOMIC DATA. American Journal of Interdisciplinary Research and Development, 5, 86-93.

21. Bulturbayevich, M. B., & Abdulkholik, I. (2022, June). SELECTION OF DEPENDENT AND UNRELATED VARIABLES. In Conference Zone (pp. 38-41).

22. Bulturbayevich, M. B., & Baxromovna, B. L. (2022, June). Application of nonlinear regression models. In Conference Zone (pp. 299-303).

23. Bulturbayevich, M. B., & Baxromovna, B. L. (2022). Individual and market demand. reverse demand function. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(05), 32-40.

24. Bulturbayevich, M. B. (2022). TAXES AND THEIR TRANSFER. LOSS OF" DEAD" CARGO WHEN TAXED. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(05), 22-31.

25. Bulturbayevich, M. B., & Baxromovna, B. L. (2022). PRICING. LIMITED INCOME LINES. ELASTICITY BY INCOME. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(05), 41-50.

26. Bulturbayevich, M. B. (2022). In Private Entrepreneurship Employee Incentives Issues. Asia Pacific Journal Of Marketing & Management Review Issn: 2319-2836 Impact Factor: 7.603, 11(04), 21-27.

27. Bulturbayevich, M. B. (2022). In Private Entrepreneurship Employee Incentives Issues. Asia Pacific Journal Of Marketing & Management Review Issn: 2319-2836 Impact Factor: 7.603, 11(04), 21-27.

28. Bulturbayevich, M. B., Ikromjonovich, T. I., & Mahmudjon o'g'li, H. N. (2021, December). Types of competence. In Conference Zone (pp. 281-286).

29. Bulturbayevich, M. B., & Ikromjonovich, T. I. (2021, December). THE ROLE OF MANAGEMENT PSYCHOLOGY IN SOCIAL LIFE. In Conference Zone (pp. 265-267).

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS

30. Bulturbayevich, M. B., & Ikromjonovich, T. I. (2021, December). Requirements for modern management personnel. In Conference Zone (pp. 260-264).

31. Bulturbayevich, M. B., & Ikromjonovich, T. I. (2021, December). HISTORY OF THE DEVELOPMENT OF MANAGEMENT THEORY AND PRACTICE. In Conference Zone (pp. 309-312).

32. Bulturbayevich, M. B., & Ikromjonovich, T. I. (2021, December). GENDER ISSUES IN GOVERNANCE. In Conference Zone (pp. 277-280).

33. Bulturbayevich, M. B., Ikromjonovich, T. I., & Ismoiljon o'g'li, A. A. (2021, December). MASTERY OF RHETORIC IN MANAGEMENT. In Conference Zone (pp. 287-291).

34. Batirovich, A. B., Yusufxonovich, K. P., & Bulturbayevich, M. B. (2021). Improving the Efficiency of Management of Vertically Integrated Industrial Enterprises in the Management of Innovative Activities of Enterprises. Design Engineering, 10605-10618.

35. Tursunalievich, A. Z., & Rahmat, A. (2021). Challenges In Developing A Digital Educational Environment. Aksara: Jurnal Ilmu Pendidikan Nonformal, 7(2), 247-254.

36. Bulturbayevich, M. B. (2021). Development Of Innovative Activities Of Enterprises On The Basis Of Vertical Integration Processes. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(10), 5020-5031.

37. Tursunalievich, A. Z., Bulturbayevich, M. B., Ismatullayevich, S. I., Urayimovich, B. O., & Yokubovna, Y. H. (2021). Use of Gravitation Models in the Development of Tourism and Recreation. Annals of the Romanian Society for Cell Biology, 3124-3143.

38. Bulturbayevich, M. B., & Qobuljon, T. (2021, February). THE STATUS OF DEVELOPMENT OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP DURING THE CORONAVIRUS PANDEMY. In Archive of Conferences (Vol. 15, No. 1, pp. 124-129).

39. Bulturbayevich, M. B. (2021, February). Improving the mechanisms of strategic management of innovation processes in enterprises. In Archive of Conferences (Vol. 15, No. 1, pp. 130-136).

40. Tursunbaevich, B. B., Bulturbayevich, M. B., & Rahmat, A. (2021). The Impact of The Pandemic on The Economy of The Republic of Uzbekistan. Aksara: Jurnal Ilmu Pendidikan Nonformal, 7(1), 161-168.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 16 Issue: 11 in November-2022
https://www.gejournal.net/index.php/IJRCIESS