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ORGANISATIONAL AND ECONOMIC MECHANISM FOR DEVELOPING THE INTEGRATION OF CONSTRUCTION INDUSTRY ENTERPRISES AND EDUCATIONAL INSTITUTIONS

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Annotatsiya. Quriliş sanoati korxonalari va ta'lim taşkilotlari integratsiyasini rivojlantirişning taşkiliy-iqtisodiy mexanizmi tadqiq etilgan. Tadqiqotning maqsadi – integratsiyaning maqsadi, iştirokçilari, tamoyillari va mexanizm turlarini (moliyaviy, institutsional, kadrlar, innovatsion, raqamli) tizimlaştiriş hamda uni amalga oşirişning bosqiçma-bosqiç modelini işlab çiqişdan iborat. Tadqiqotda tizimli-tarkibiy tahlil, mexanizmlarni modellaştiriş va ekspert baholaş usullaridan foydalanilgan. Natijada beş turdagi mexanizm böyiça amalga oşiriş vositalari va kutilayotgan natijalarni aks ettiruvçi jadval, şuningdek, integratsiyani amalga oşirişning sakkiz bosqiçli siklik jarayonini ifodalovçi blok-sxema işlab çiqilgan. Tadqiqot natijalari mexanizmning barqaror işlaşi moliyalaştiriş manbalarining diversifikatsiyasi, iştirokçilar vakolatlarining aniq taqsimlanişi hamda monitoring va qayta aloqa tizimining mavjudligiga boğliqligini körsatadi. Olingan xulosalar Özbekiston quriliş sanoatida integratsiya mexanizmini amaliyotga tatbiq etiş böyiça tavsiyalar işlab çiqiş uçun ilmiy asos bölib xizmat qiladi.

Kalit sözlar: taşkiliy-iqtisodiy mexanizm, ta'lim–fan–işlab çiqariş integratsiyasi, dual ta'lim, institutsional mexanizm, innovatsion mexanizm, davlat–xususiy şeriklik, quriliş sanoati.

Аннотация. Исследован организационно-экономический механизм развития интеграции предприятий строительной отрасли и образовательных организаций. Цель исследования заключается в систематизации целей, участников, принципов и видов механизмов интеграции (финансового, институционального, кадрового, инновационного и цифрового), а также в разработке поэтапной модели её реализации. В исследовании использованы методы системно-структурного анализа, моделирования механизмов и экспертной оценки. В результате составлена таблица, отражающая инструменты реализации и ожидаемые результаты по каждому виду механизма, а также разработана блок-схема восьмиэтапного циклического процесса реализации интеграции. Результаты исследования показывают, что устойчивое функционирование механизма зависит от диверсификации источников финансирования, чёткого распределения полномочий участников и наличия системы мониторинга и обратной связи. Полученные выводы служат научной основой для разработки рекомендаций по практическому внедрению механизма интеграции в строительной отрасли Узбекистана.

Ключевые слова: организационно-экономический механизм, интеграция образования, науки и производства, дуальное обучение, институциональный механизм, инновационный механизм, государственно-частное партнёрство, строительная отрасль.

Abstract. The organisational and economic mechanism for developing the integration of construction industry enterprises and educational institutions is examined. The study aims to systematise the objectives, participants, principles and types of integration mechanisms (financial, institutional, personnel-related, innovation and digital) and to develop a step-by-step model for their implementation. The research employs systemic and structural analysis, mechanism modelling and expert assessment methods. As a result, a table outlining the implementation tools and expected outcomes for each of the five types of mechanisms was developed, along with a block diagram illustrating the eight-stage cyclical process of integration. The findings indicate that the sustainable functioning of the mechanism depends on the diversification of funding sources, a clear allocation of responsibilities among participants and the establishment of a monitoring and feedback system. The conclusions provide a scientific basis for developing recommendations on the practical implementation of the integration mechanism in Uzbekistan's construction industry.

Keywords: organisational and economic mechanism, integration of education, science and production, dual education, institutional mechanism, innovation mechanism, public–private partnership, construction industry.

INTRODUCTION

The construction industry is becoming increasingly technologically complex. The widespread use of BIM technologies, digital design, artificial intelligence and energy-efficient materials requires highly qualified personnel capable of applying theoretical knowledge in practical production processes. The construction industry presents opportunities to strengthen the availability of qualified personnel, improve the alignment of educational programmes with production requirements, promote the adoption. Studies of the construction industry in Uzbekistan identify the organisational aspects of the industry's development strategy and improvements in productivity in construction management as priority areas [1; 2], both of which depend on the availability of qualified specialists.

When construction enterprises and educational institutions operate independently of one another, opportunities arise to improve the efficiency of personnel training, strengthen the alignment between graduates' competencies and employers' requirements, and enhance the innovation activities of enterprises through closer cooperation.

Therefore, the central goal of integration is to align the construction industry's needs for personnel, innovation and modern technologies with the scientific, educational and human resources of educational institutions. Such alignment can produce sustainable results through a clearly defined organisational and economic mechanism that coordinates the tasks, financial obligations and mutual interests of the participants, alongside voluntary cooperation and individual initiatives. The aim of this study is to systematically analyse the organisational and economic mechanism for developing the integration of construction industry enterprises and educational institutions in terms of its objectives, participants, principles, types of mechanisms and stages of implementation.

LITERATURE REVIEW

The theoretical foundations of the organisational and economic mechanism for integrating education, science and production were primarily established through the Triple Helix model of university–industry–government relations proposed by H. Etzkowitz and L. Leydesdorff [3]. According to their approach, interactions among universities, industry and the state facilitate the emergence of hybrid organisations, such as technology parks, business incubators and joint research centres, providing a theoretical foundation for the institutional form of integration. In a subsequent study, they demonstrate that each sphere partially assumes the roles of the others [4].

Russian scholars M. B. Guzairov, B. G. Ilyasov, A. G. Karamzina and Yu. R. Fazletdinova, analysing contemporary developments in educational systems, regard the promotion of closer integration among education, science and production as a key objective, particularly in view of the opportunities for technical universities to acquire and maintain costly laboratory equipment through cooperation [5]. They emphasise that external factors, such as the formation of a unified European educational space, should also be considered when shaping the institutional structure of integration processes. This highlights the close relationship between the organisational and economic mechanism and its external environment.

I. V. Vyatkina and L. R. Khannanova-Fakhrutdinova identify the principles of mutual dependence, cooperation, functionality and compatibility in organising the integration of education, science and production [6]. In their view, integration based on these principles promotes closer alignment between theoretical knowledge and the practical skills required in production and facilitates the professional adaptation of graduates within enterprises. These principles provide a normative foundation for the sustainable functioning of the organisational and economic mechanism.

A. G. Sanina examines the integration links among science, education and business as institutional relationships that contribute to the development of an innovation-driven economy [7]. In her view, integrated cooperation among these institutions generates a multiplicative effect that exceeds the simple sum of the outcomes achieved by individual participants: science generates new ideas, education transforms knowledge into human capital, and business introduces these outcomes into economic circulation in the form of products and technologies. This concept makes it possible to interpret the institutional mechanism of integration as a value chain connecting the participants.

M. B. Flek and E. A. Ugnich, examining enterprise–university cooperation within the dual education model, particularly the experience of university departments established in cooperation with enterprises, demonstrate that the direct participation of enterprises in the educational process facilitates the integration of fundamental knowledge with contemporary practical skills [8]. According to their research, within the dual education model, enterprises identify personnel requirements, participate in curriculum development and organise industrial training, while educational institutions provide the theoretical, scientific and methodological foundations. This

approach serves as a practical model for developing the personnel component of the organisational and economic mechanism.

A comparison of these approaches indicates that the Triple Helix model explains the institutional forms of integration, Russian studies identify its underlying principles and personnel development models, and Uzbek studies highlight the needs of the construction industry. At the same time, the reviewed literature provides opportunities for further development of an integrated model that combines financial, institutional, personnel, innovation and digital mechanisms with a clearly defined sequence of implementation stages tailored to the construction industry. The present study seeks to contribute to the development of such a model.

RESEARCH METHODOLOGY

The study employs systemic-structural analysis, mechanism modelling and expert assessment. Systemic-structural analysis was applied to identify the interrelationships among the objectives, participants, principles and types of integration mechanisms.

The mechanism-modelling method made it possible to divide the integration implementation process into successive stages and determine their logical sequence. Expert assessment was used to examine the correspondence between the implementation tools and expected outcomes of the five proposed integration mechanisms.

The object of the study is the integration relationships among construction industry enterprises, higher education and vocational education institutions, research institutions, public administration bodies and investors. To systematise the mechanism, its components (financial, institutional, personnel, innovation and digital mechanisms) and implementation stages (from identifying needs to monitoring and commercialisation) were examined as distinct units of analysis.

ANALYSIS AND RESULTS

The proposed framework identifies mutual benefit, equal partnership, continuity, transparency and effectiveness as key principles for the sustainable development of integration between construction industry enterprises and educational institutions. The principle of mutual benefit implies that each participant derives economic, scientific or educational benefits from cooperation, while transparency ensures openness of information concerning financial resources, assets and results and strengthens trust among participants.

In the integration process, construction industry enterprises act as the main customers, higher education and vocational education institutions as providers of specialist training, research institutions as contributors to innovation potential, and public administration bodies as regulatory coordinators. Investors provide additional financial resources for joint projects. On the basis of these principles, five interrelated types of integration mechanisms were identified: financial, institutional, personnel, innovation and digital. Each has its own implementation tools and expected outcomes, which are summarised in Table 1.

Table 1

Structural characteristics of the mechanisms for developing the integration of construction industry enterprises and educational institutions[1]

Type of mechanism	Implementation tools	Expected results
Financial mechanism	Enterprise funds, state budget, grants, investments, bank loans, targeted funds, public–private partnership instruments	Diversification of financing sources, financial sustainability of integration projects
Institutional mechanism	Legal and regulatory documents, contracts, coordinating councils, project offices, consortia, cooperation centres	Clear distribution of powers, obligations and responsibilities among participants
Personnel mechanism	Dual education, training of specialists according to enterprise requirements, mentoring systems, internships for teaching staff	Development of qualified human resources, employment of graduates
Innovation mechanism	Joint research and development, start-up programmes, patenting, technology transfer	Development of new products and technologies, commercialisation of research results

1 Source: Developed by the author.

Digital mechanism	Unified information platform, forecasting of personnel demand, competence assessment and monitoring systems	Faster data exchange, better-informed management decisions

Table 1 shows that the types of mechanisms form a complementary system. The financial mechanism provides the resource base for all other mechanisms; the institutional mechanism regulates legal and organisational relations among participants; the personnel mechanism directly contributes to human capital development; and the innovation mechanism transforms scientific results into economic value. The digital mechanism is proposed as a cross-cutting (horizontal) component that can enhance the effectiveness of other mechanisms by facilitating data exchange, monitoring and informed management decisions.

The identified types of mechanisms are implemented through successive stages (Figure 1).

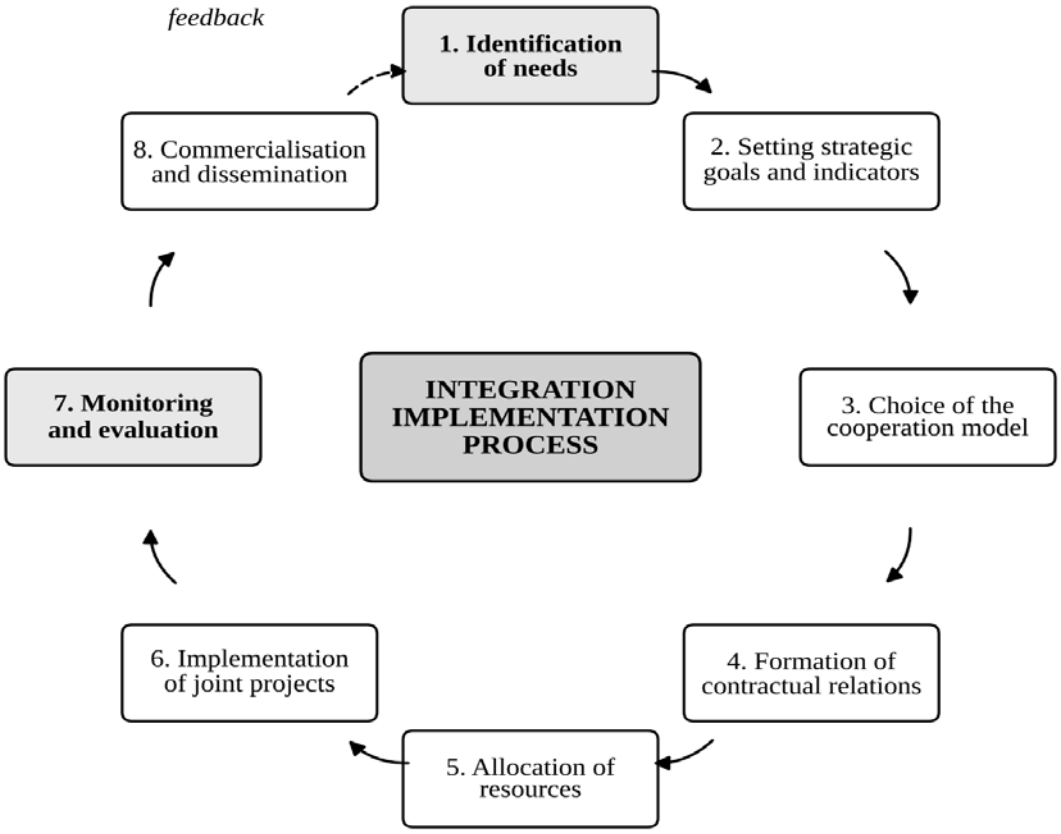


Figure 1. Eight-stage cyclical process of implementing the integration of construction industry enterprises and educational institutions[2]

At the first stage, the current and future needs of the construction industry for personnel, technologies and professional competences are assessed. At the second stage, strategic objectives and performance indicators are established on the basis of the identified needs. At the third stage, a cooperation model is selected, such as dual education, a cluster, a consortium, a university department branch established at an enterprise or a public–private partnership. At the fourth stage, contractual arrangements are established, defining the responsibilities of the parties, their financial obligations and intellectual property rights. At the fifth stage, financial, material, technical, human and information resources are allocated among projects. At the sixth stage, joint educational, research and innovation projects are implemented. At the seventh stage, progress towards the established objectives and performance indicators is monitored. At the eighth stage, research results and best practices are commercialised and disseminated to other enterprises and educational institutions, after which the process begins again through feedback from the monitoring results to the first stage.

The stages rely on different mechanisms: the first, second and seventh stages primarily rely on the digital mechanism; the third and fourth on the institutional mechanism; the fifth on the financial mechanism; the sixth on the personnel and innovation mechanisms; and the eighth on the innovation mechanism. This approach

2 Source: Developed by the author.

helps identify which mechanism should be strengthened when implementation at a particular stage requires additional support.

For the practical application of this mechanism in Uzbekistan's construction industry, it is advisable to begin by establishing the institutional mechanism (contracts and coordinating councils) through pilot projects involving large construction enterprises and technical education institutions. Within the financial mechanism, combining state budget resources, enterprise funds and public–private partnership financing can contribute to sustainable funding. To develop the personnel mechanism, it is recommended to introduce dual education programmes and enterprise-based university departments gradually, while the innovation mechanism can be strengthened through the establishment of joint research centres and technology transfer offices. Implementing the digital mechanism through a unified information platform connecting all areas can enhance the long-term effectiveness of integration.

The results are consistent with the Triple Helix concept [3; 4]: the hybrid structures described by H. Etzkowitz and L. Leydesdorff – joint research centres, technology transfer offices and consortia – are incorporated into the proposed model as instruments of the institutional and innovation mechanisms. In comparison with the Triple Helix model, the proposed model begins its cycle by identifying the needs of construction enterprises as the main customers. The model also extends the principles identified by I. V. Vyatkina and L. R. Khannanova-Fakhrutdinova [6] by incorporating transparency and effectiveness, which are particularly important when integration is financed through multiple sources. The personnel mechanism draws directly on the experience of enterprise-based university departments described by M. B. Flek and E. A. Ugnich [8], while the cyclical structure of the process is consistent with A. G. Sanina's concept of integration as a value chain extending from ideas to products [7].

Integration can also develop through direct contracts between individual enterprises and universities. The incorporation of financial and digital mechanisms into such arrangements can strengthen institutional continuity, facilitate coordination among participants and support the implementation of subsequent joint projects.

The study has certain methodological limitations. The proposed mechanism was developed on the basis of systemic analysis and expert assessment and requires further validation through pilot projects. Accordingly, the expected results presented in Table 1 are qualitative. Further research should focus on defining quantitative indicators for monitoring each stage and identifying the corresponding data sources.

CONCLUSION AND RECOMMENDATIONS

The study leads to the following conclusions. First, the organisational and economic mechanism for integrating construction industry enterprises and educational institutions constitutes an integrated system of five interrelated components – financial, institutional, personnel, innovation and digital – based on the principles of mutual benefit, equal partnership, continuity, transparency and effectiveness. Second, the mechanism is implemented through an eight-stage cyclical process, from identifying needs to monitoring and commercialisation, in which feedback from the final stage to the first enables the system to adapt to changing conditions. Third, the proposed framework identifies diversified financing sources, clearly allocated responsibilities and a results-based monitoring system as important conditions for the sustainable functioning of the integration mechanism.

In practical terms, the following measures are recommended for developing the integration mechanism in Uzbekistan's construction industry: establishing the institutional mechanism on a contractual basis in pilot regions and at large enterprises; diversifying financing sources through state, enterprise and private-sector resources; expanding the personnel mechanism through dual education and enterprise-based university departments; strengthening the innovation mechanism through joint research centres; and introducing a unified digital platform connecting all processes. The effectiveness of these measures can be monitored through the proportion of graduates employed by partner enterprises, the number of joint research projects and their commercialised outcomes, and the share of enterprise funds allocated to financing training.

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