Journal of Adaptive Learning Technologies
ISSN **2997-3902** (Online)
Vol. 2, No. 9, Sep 2025,
Available online at: https://scientificbulletin.com/index.php/JALT

PROBLEMS BETWEEN HIGHER EDUCATION AND PRODUCTION, COMPETITIVENESS AND LACK OF QUALIFIED PERSONNEL

Navruzova Gulrukh Uktamovna
Teacher of Asia International University

Article information:
Manuscript received: 27 Jul 2025; **Accepted:** 26 Aug 2025; **Published:** 27 Sep 2025

Nowadays the most important precondition of competitiveness of higher education is the development of a competent individual. This places new and much higher demands for the development and education of human capital ñ implementing the development of competence-based education. Consequently, the implementation of competence-based education represents a new perspective on the formation of educational content, which presently includes the development of the eigth key competences, determined by the European Commission. One important competency is to develop entrepreneurial competencies, which are to be developed within an education process by everyone starting from early childhood and continuing throughout life. Competitiveness and quality of higher education: Graduate evaluation Encouraging the entrepreneurial spirit in young people is a precondition to achieving progress ñ at least in the longer term ñ in the innovation, employment, growth and competitiveness in any given national environment. Therefore entrepreneurship in education and training is recognised as a central element in the European Union (EU) entrepreneurship policy. The term entrepreneurship education is often narrowly defined to either running a business or being an employer or self-employed. Entrepreneurship education is much wider than just training persons on how to start businesses. According to the EC (2008), entrepreneurship education may include following elements: 1) developing personal qualities, attitudes and skills that form the basis of an entrepreneurial mindset and behaviour (creativity, making decisions, communication, responsibility, risk taking, independence, self-confidence, leadership, team spirit, etc.); 2) providing specific business skills and knowledge concerning what must be done to establish a new enterprise and how to be successful in developing an idea into a practical, goal-oriented enterprise; 3) working on concrete enterprise projects and activities; 4) raising studentsí awareness of self-employment and entrepreneurship as a career options (become not only an employee, but also an entrepreneur). Together these main elements will give young people entrepreneurial competence. As for higher education, in the EC (2008) project Entrepreneurship in higher education, especially in non-business studies, it is stated that the aspects of developing entrepreneurial competencies should be integrated as an important part of the curriculum, spread across different subjects, and require or encourage students to take entrepreneurship courses. The module mostly includes methods of competence training, business games, coaching, etc. Today, entrepreneurship education has become an important aspect for measuring higher education competitiveness and quality, and study programmes should be adjusted to involve components of entrepreneurship education. The most important problems concerning entrepreneurship education in Latvia concern the prevailing traditional approach towards this type of education. Very often, education systems concentrate on transmitting professional or vocational skills, leaving the personal qualities and skills (competences) more or less to chance. However, these can be developed and encouraged in parallel throughout vocational skill instruction. Research shows that, where this is done, the effectiveness of teaching increases.

In order find out the possibilities for developing entrepreneurial abilities during the study process and to establish their own enterprise and in order to find out what the higher education institutions should do in this field, the respondents had to provide answers to two open questions: What are the necessary knowledge and skills for entrepreneurship to be learned and gained at university? and What should universities do for encouraging graduates involvement in entrepreneurship? Almost all the respondents have provided answers to these questions, even more ñ the answers are exhaustive. Summarised, analysed and grouped commentaries of the respondents, testify that most of the respondents suggestions are extended not only to development of entrepreneurial skills, but to the whole study process in general. Taking into account the large amount of suggestions, based on the frequency distribution, only the most important opinions are included in the paper. Most of the respondents provide answers on the necessity to ensure much more competitive education in Latvian universities by improving the study process quality, improving the contents of study courses, teaching learning method and by changing the attitude of academic staff, by motivating students to develop their skills. In this context, they suggest implementing a new education system model by ensuring qualitative study process in accordance to the ongoing changes in society and labour market demands. Besides, it is suggested that universities develop study programm in cooperation with employers to improve and renew the study programm in accordance to the new trends of economy, to ensure positive environment for ideas generation that would promote self-initiative, courage, innovative thinking and increase interest as well as promote development abilities that would be useful in entrepreneurship. It is also important to involve the courses that are actual for today situation and encourage students interest for entrepreneurship in study programs. Some comments include: one should escape from using old study materials in lectures, escape from formal teaching; teaching staff should be interested in order to provide high quality of education. Study programs at universities should be developed in order to raise entrepreneurs, employers, people who generate their business ideas, involve actual development trends and see the free niches, the successful scenarios in other world. As one of the respondents suggest: not all people should be entrepreneurs, yet the study course in entrepreneurship should be the compulsory course. Even in case the profession gained is not related to entrepreneurship, it should be taught at university at a sufficient level. As regards improvement of study courses contents, many respondents stress the necessity to balance possibilities for learning theory and practice (by increasing the amount of contact hours in favour of practical seminars). The study programs should be analysed and renewed constantly by providing courses with the newest trends and the most actual information. They suggest that, during the study course of business, the students should elaborate a business plan, which is directly related to the faculty specifics, by showing how, for instance, a musician, a designer, a historian, a nature specialist, etc. could solve innovative ideas in entrepreneurship in relation to the study field.63 Competitiveness and quality of higher education: Graduate evaluation Others do suggest to involve a compulsory part of development of students enterprise within the period of all four years in the study to allow students to be involved in all stages of enterprise development from the beginning till production phase or phase for providing services ñ as it is important to gain real idea on the process of enterprise development and the activities performed in the frames of it. In case there are losses for the enterprise, the evaluation of students knowledge is insufficient. Many people provide idea that both in professional and academic study programs the elaboration of students practical works should be foreseen in accordance to the requests of economy. For several lectures and seminars, specialists of different spheres should be invited more often. One of the respondents wrote that all the study courses should foresee innovative solutions not from the perspective of employee, but from the perspective of employer. It is important to divide entrepreneurs (ready to take risk) and managers (not willing to take risk), and more attention should be paid to getting practical training: managers for training in management, entrepreneurs for training in entrepreneurship. During the whole study process, nobody even tried to encourage us as potential entrepreneurs or employers. Many respondents stress the necessity to change attitude of the academic staff towards students, to motivate students to develop their skills in order to become highly qualified and competitive specialists. Graduates note the necessity not to break the backbone of the potential entrepreneurs by making students feeling scared. Creative thinking should be promoted, new ideas and

skills should be evaluated positively and not righted in order for them not to be frightened to realise them. Universities should more provide practical knowledge, offer and stimulate starting of some kind of entrepreneurship. As one of the respondents note, in general, the task of the higher education institutions is to encourage, but, unfortunately, hindering and criticising appears more. There are also commentaries concerning the necessity to improve professional competence of academic personnel to ensure teaching of study courses with highly qualified, professional, progressively thinking academic staff members (holding experience both in practical work and in research). According to their opinions, the knowledge gained in higher education institutions is very theoretical, and a more practical approach is necessary in all spheres. Students should be provided with a possibility to act individually, to learn the real situation in entrepreneurship. Practical training is necessary as well. Cooperation with entrepreneurs should be developed in order to adjust study programs to the requirements of labour market and to provide the necessary skills. Conclusions and suggestions Labour market challenges in the 21st century, its quantitative and qualitative changes, and an increasing role of human capital nominate higher requests for education. Throughout the scope of internationalisation higher education itself has to be competitive, sustainable and qualitative. There are different definitions of these terms, inter alia different approaches on measuring higher education. Yet one of the components taken into account when evaluating education quality is the evaluation of the university graduates opinions on their education quality and competitiveness. Besides, the policy planning documents state that the graduates should have skills in entrepreneurship, this component is more and more involved in quality surveys.

References:

1. Uktamovna, N. G. (2024). STRATEGIES TO IMPROVE THE QUALITY OF HIGHER EDUCATION SYSTEM. *Web of Teachers: Inderscience Research*, *2*(5), 223-228.
2. Uktamovna, N. G. (2025). THE INTERCONNECTION OF EDUCATION, ECONOMIC GROWTH, AND SOCIAL STABILITY. *JOURNAL OF SCIENTIFIC RESEARCH, MODERN VIEWS AND INNOVATIONS*, *1*(3), 68-71.
3. Uktamovna, N. G. (2025). IMPLEMENTATION AND ADVANTAGES OF THE DUAL EDUCATION SYSTEM IN UZBEKISTAN. *Modern education and development*, *20*(4), 14-19.
4. Uktamovna, N. G. (2025). THE CONCEPT, CONTENT AND ESSENCE OF COLLABORATION BETWEEN HIGHER EDUCATION, SCIENCE AND PRODUCTION. *Modern education and development*, *22*(4), 320-325.
5. Navruzova, G. U. (2024). INNOVATION MANAGEMENT: IMPLEMENTING A SUCCESSFUL STRATEGY. *American Journal of Modern World Sciences*, *1*(2), 28-36.
6. Navruzova, G. U. (2024). ECONOMIC INDICATORS AND FACTORS IN SUSTAINABILITY. CONCEPTS, BASIC PRINCIPLES AND TYPES OF ECONOMIES. *American Journal of Modern World Sciences*, *1*(3), 12-22.
7. Navruzova, G., & Ramazonova, S. (2025). UNLOCK YOUR POTENTIAL: MASTERING LANGUAGE SKILLS. *Modern Science and Research*, *4*(4), 655-660.
8. Navruzova, G. (2025). DISPARITIES AND ISSUES BETWEEN THE EDUCATION SYSTEM AND INDUSTRY. *Modern Science and Research*, *4*(4), 1937-1943.
9. Navruzova, G., & Murodova, D. (2025). INNOVATIVE METHODS OF LEARNING FOREIGN LANGUAGES. *Modern Science and Research*, *4*(4), 649-654.
10. O'ktamovna, N. Z. G. (2023). CHARACTERISTICS AND SPECIAL FEATURES OF CHILDREN'S LITERATURE. *International Journal Of Literature And Languages*, *3*(02), 49-56.
11. Navruzova, G., & Murodova, D. (2025). AN ACADEMIC ANALYSIS OF EFFECTIVE METHODS IN ENGLISH LANGUAGE ACQUISITION AND SKILL DEVELOPMENT. *Modern Science and Research*, *4*(5), 851-856.

12. Navruzova, G., & Qushshayeva, S. (2025). BUILDING ENGLISH SKILLS STEP BY STEP: LISTENING, SPEAKING, READING, AND WRITING. *Modern Science and Research*, *4*(5), 847-850.
13. Navruzova, G. (2025). COMPARATIVE STUDY OF FOREIGN AND NATIONAL EXPERIENCES IN ORGANIZING THE INTEGRATION OF HIGHER EDUCATION, SCIENCE AND PRODUCTION. *Modern Science and Research*, *4*(5), 1555-1559.
14. Navruzova, G., & Murodova, D. (2025). AN ACADEMIC ANALYSIS OF EFFECTIVE METHODS IN ENGLISH LANGUAGE ACQUISITION AND SKILL DEVELOPMENT. *Modern Science and Research*, *4*(5), 851-856.
15. Navruzova, G., & Qushshayeva, S. (2025). BUILDING ENGLISH SKILLS STEP BY STEP: LISTENING, SPEAKING, READING, AND WRITING. *Modern Science and Research*, *4*(5), 847-850.
16. Navruzova, G. (2025). COMPARATIVE STUDY OF FOREIGN AND NATIONAL EXPERIENCES IN ORGANIZING THE INTEGRATION OF HIGHER EDUCATION, SCIENCE AND PRODUCTION. *Modern Science and Research*, *4*(5), 1555-1559.
17. Toshpo‘latova, S., Gadayeva, M., & Muyiddinov, B. (2025). BO’LAJAK O’QITUVCHILARNING PEDAGOGIK-PSIXOLOGIK TAYYORGARLIGINI TARKIB TOPTIRISH MODELI. Modern Science and Research, 4(2), 106-116.
18. Toshpo’latova, S. (2024). TARIX FANINI O’QITISHDA SAMARALI METODLAR. Modern Science and Research, 3(11), 774-782.
19. Toshpo’latova, S. (2024). O’RTA ASRLARDA OILA PEDAGOGIKASIGA OID FIKRLAR. Modern Science and Research, 3(12), 353-361.
20. Qizi, R. S. S., Shukhratovna, T. S., & Karamatovna, M. A. (2024). Implementation of Education and Protection of Children's Rights in the age of Technology. SPAST Reports, 1(7).
21. Shuhratovna, T. S. (2024). Linguistic Anthropology. European Journal Of Innovation In Nonformal Education, 4(3), 432-437.
22. Shakhnoza Shuhratovna, T. (2023). MS Andreyev’S Way Of Life. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 655-659.
23. Shuhratovna, T. S. (2023). Ethnological Analysis Of National Costumes And Rituals Of Tajiks In The Works Of MS Andreyev. International Journal Of History And Political Sciences, 3(12), 42-47.
24. Toshpo’latova, S. (2023). MS Andreyev-Scientific Career. Modern Science and Research, 2(12), 801-807.