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MODELS OF ACADEMIC COLLABORATION COMMUNICATION BETWEEN UNIVERSITIES AND COMPANIES OF FOREIGN COUNTRIES

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ABSTRACT

The article explores models of successful interaction between academic institutions and companies. Communication between companies and universities can be seen as a social network of interaction built on mutual consideration of needs and interests to achieve specific goals. The relevance of training both company professionals at the university and teachers on new technologies and market features is also justified in order to improve the quality of training for young specialists.

KEYWORDS

Communication models, universities, technologies, foreign countries, educational institutions, employers.

INTRODUCTION

The experience of developed countries shows that the most important factor in any economic growth is not gradually depleting natural resources, but the inexhaustible human factor, the scientific potential of the country, and highly qualified human resources. Science and technology, the digital economy based on

innovative technologies, depend on a highly developed education system, primarily the higher education system. Therefore, constant improvement of the quality of higher education and skills training, preparing professionals who will meet the needs not of

today, but of tomorrow, is the most relevant task facing the global higher education system [1].

One of the priority tasks of implementing a modern education model in Uzbekistan is the formation of mechanisms for assessing the quality and demand for educational services by creating a transparent, objective system for assessing students' achievements.

It should be noted that in recent years, the level of youth coverage with higher education has significantly increased. For example, if in 2016 the quota for admission to bachelor's programs was 58,022 people (which is 9% of 645,000 graduates), in 2020, 148,114 quotas were allocated for students (which is 25% of 597,000 graduates) [2].

There are a number of issues that need to be addressed in the field of higher education, including bias in assessing students' knowledge, the need to develop an effective and reliable toolkit, and the imperfection of indicators for assessing the quality of education in higher educational institutions. In this regard, the head of our state has set the priority task of developing, based on international experience, a methodology for determining the National Ranking of Educational Institutions and strategies for entering international rankings [3].

The mechanisms of communication between universities and business structures are largely similar to the mechanisms of a market economy: higher education institutions respond to demand by offering specialists, research and organizational work, as well as corresponding to the demand from the national economy and business structures. By interacting at the institutional level, universities and business structures

contribute to optimizing each other's actions in various areas (economic, production, socio-cultural, educational, etc.), thereby achieving the effect of emergence [4].

Among those who interact and cooperate with many enterprises and corporations are universities in the United Kingdom. For example, Cranfield University is the most business-oriented university in the UK. Cranfield makes a practical and significant contribution to society by creating and reforming knowledge to address current issues; providing substantial cost savings, increasing efficiency, and improving quality of life. Cranfield has collaborated with strategic partner Rolls-Royce for 37 years. Major research has been conducted in the field of turbine blade coatings development. Additionally, one of Rolls-Royce's 19 international University Technology Centers (UTC) is located at Cranfield, which is a member of the Rolls-Royce University Technology Partnership (UTP), conducting research in materials development within Rolls-Royce. This strategic partnership has led to over 100 Cranfield graduates being employed at Rolls-Royce and the implementation of many joint projects [5].

Furthermore, at the Manchester University of Science and Technology, the Northern Aerospace Technology Research Center was established. Similarly, at Lancaster University, the Environmental Alliance was formed to promote knowledge-based entrepreneurial activities in the field of environmental services and technologies.

Another example of successful collaboration between an academic institution and businesses is King's College in London, UK. Their aim was to enhance research projects.

In addition to fostering connections between researchers and industries, such projects can provide access to initial funding for new technologies, allowing them to transition from ideas to beta prototyping and scaling. Such funding stimulates and encourages innovative movement and supports the development of projects that yield tangible results or impact with business support [6].

Jönköping University in Sweden offers all engineering faculty students the opportunity to intern or realize their projects. In the International Business School of this university, students in international management and economics programs work with a company for the first one and a half years. The university collaborates with approximately 800 partner companies. For some subjects like "Advanced International Marketing," "Trade," and "Export Management," students work alongside company representatives to understand how their products can enter various international markets. This collaboration allows students to network with the business community, while small enterprises leverage students' skills and knowledge for internationalizing their businesses [7].

Regarding Australia, the new Cadence Economics model confirms that official collaboration between Australian businesses and universities directly contributes approximately USD 10.6 billion annually to companies collaborating with universities. Australian Bureau of Statistics data confirms that about 16,000 Australian enterprises have official partnerships with universities. This means that on average, each of the 39 Australian universities has 410 industry partnerships [8].

Martha Crago, Deputy Provost for Research and Innovation at McGill University in Canada, stated,

"Social sciences play a dual role. There are researchers whose work becomes the basis for innovative products, processes, or services. They rarely receive commercial benefits due to a lack of knowledge or culture in the entrepreneurship sphere, but their work in the field of social impact of rapid technological innovations has become vital in the modern world." It is a peak time for science and technology and social sciences to work hand in hand.

Social sciences do not have as strong a history of technology transfer as engineering or biological sciences and computer science, probably because one of the methods of social sciences is based on objective criticism, where it is impossible to interact with the subject of study. However, some elements are ready to collaborate with businesses. Social sciences have a role in meeting the technical needs of the legal sector through artificial intelligence. Behavioral sciences are more relevant than ever to businesses benefiting from the use of social data [9].

As a result of academic collaboration between universities and companies, both parties can reap significant benefits that could not be achieved outside of this collaboration. In conducting research, the university requires material support for experiments and expensive equipment, which is too costly for them without cooperation with companies. Researchers also gain professional benefits: with larger financial resources, firms allow them to work on more extensive and ambitious research projects and utilize the knowledge base they have accumulated [10].

Based on the above, communication between companies and universities can be viewed as a social network of interaction built on mutual consideration of needs and interests to achieve specific goals. Such a

network has at least three participant groups: a group of companies, a group of universities, and a group of students, whose connections can be both one-sided and two-sided.

Thus, each of these groups can pursue its own collaboration goals, but it is evident that the main goal of interaction between companies and universities is the recruitment or selection and employment of young specialists. Joint research comes second, preparing both company specialists at the university and instructors on new technologies and market features to enhance the quality of training for young professionals.

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