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IQTISODIYOT UNIVERSITETI

95 yilligiga bag'ishlanadi

“O‘ZBEKISTON-2030” STRATEGIYASI: GLOBAL VA MILLIY IQTISODIYOT TRENDLARI” FORUMI

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· Investitsion jozibadorlikni oshirish
· Tashabbusli budjet
· Yashirin iqtisodiyotni qisqartirish
· MHXS(IFRS) transformatsiyasi
· Iqtisodiy tahlilni raqamlashtirish
· AXS transformatsiyasi

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Mazkur ilmiy maqolalar to‘plami “O‘zbekiston–2030” strategiyasi: global va milliy iqtisodiyot trendlari forumi doirasida tayyorlangan bo‘lib, unda milliy iqtisodiyotni modernizatsiya qilish, moliya tizimini takomillashtirish hamda zamonaviy iqtisodiy boshqaruv mexanizmlarini joriy etishning dolzarb ilmiy-nazariy va amaliy masalalari yoritilgan.

To‘plamda pul-kredit siyosatini takomillashtirish, investitsiyaviy jozibadorlikni oshirish, tashabbusli budjetlashtirish mexanizmlarini rivojlantirish, yashirin iqtisodiyot ulushini qisqartirish, moliyaviy hisobotning xalqaro standartlariga (MHXS/IFRS) o‘tish, iqtisodiy tahlil jarayonlarini raqamlashtirish hamda audit faoliyatini xalqaro audit standartlari (AXS) talablariga muvofiqlashtirish masalalariga bag‘ishlangan ilmiy maqolalar jamlangan.

Maqolalarda O‘zbekistonda amalga oshirilayotgan iqtisodiy va moliyaviy islohotlarning ustuvor yo‘nalishlari, pul-kredit va budjet siyosatining zamonaviy mexanizmlari, investitsiya muhitini yaxshilash omillari, iqtisodiy shaffoflikni ta’minlash hamda yashirin iqtisodiyot ko‘lamini kamaytirish yo‘llari ilmiy jihatdan tahlil qilingan. Shuningdek, buxgalteriya hisobi, moliyaviy hisobot va audit tizimlarini xalqaro standartlarga uyg‘unlashtirish, raqamli texnologiyalar va zamonaviy iqtisodiy tahlil vositalaridan samarali foydalanish imkoniyatlariga alohida e’tibor qaratilgan.

To‘plamda ilgari surilgan ilmiy xulosalar, amaliy taklif va tavsiyalar “O‘zbekiston–2030” strategiyasida belgilangan iqtisodiy taraqqiyot maqsadlariga erishish, moliya tizimining barqarorligi va shaffofligini mustahkamlash, investitsiyaviy faollikni rag‘batlantirish hamda iqtisodiy boshqaruv samaradorligini oshirishga qaratilgan.

To‘plam iqtisodchi olimlar, professor-o‘qituvchilar, doktorantlar, mustaqil tadqiqotchilar, magistrantlar va talabalar, moliya, bank, buxgalteriya hisobi va audit sohasi mutaxassislari, davlat boshqaruvi organlari vakillari hamda mamlakatning ijtimoiy-iqtisodiy taraqqiyotiga qiziquvchi keng kitobxonlar ommasiga mo‘ljallangan.

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Abstract: The thesis analyses the contribution of human resource management practices to the teaching and research efficiency of professors in higher education institutions. Based on research into high-performance work systems, the ability–motivation–opportunity framework and the strength of HRM systems, it shows that HR practices influence efficiency as a coherent system rather than individually. The teaching output of the higher education system of Uzbekistan in 2023–2025 is analysed, and a matrix linking HR practices to teaching and research outcomes is proposed.

Key words: human resource management, HR practices, teaching efficiency, research efficiency, high-performance work systems, professors, higher education.

Annotatsiya: Dissertatsiyada oliy ta'lim muassasalarida professor-o'qituvchilarning o'qitish va tadqiqot samaradorligiga inson resurslarini boshqarish amaliyotining qo'shgan hissasi tahlil qilinadi. Yuqori samarali ish tizimlari, qobiliyat-motivatsiya-imkoniyat doirasi va HRM tizimlarining kuchi bo'yicha tadqiqotlarga asoslanib, HR amaliyotlari samaradorlikka individual emas, balki izchil tizim sifatida ta'sir qilishini ko'rsatadi. 2023–2025 yillarda O'zbekiston oliy ta'lim tizimining o'qitish natijalari tahlil qilinadi va HR amaliyotlarini o'qitish va tadqiqot natijalari bilan bog'laydigan matritsa taklif qilinadi.

Kalit so‘zlar: inson resurslarini boshqarish, HR amaliyotlari, o'qitish samaradorligi, tadqiqot samaradorligi, yuqori samarali ish tizimlari, professorlar, oliy ta'lim.

Аннотация: В диссертации анализируется вклад практик управления человеческими ресурсами в эффективность преподавательской и исследовательской деятельности профессорско-преподавательского состава в высших учебных заведениях. Опираясь на концепции высокоэффективных систем управления персоналом, модель «способности — мотивация — возможности» (AMO-модель) и теорию целостности систем управления человеческими ресурсами, автор показывает, что кадровые практики влияют на эффективность не по отдельности, а как взаимосвязанная система. В работе представлен анализ результатов преподавательской деятельности в системе высшего образования Узбекистана за 2023–2025 годы, а также предложена матрица, связывающая практики управления человеческими ресурсами с результатами в сфере преподавания и научных исследований.

Ключевые слова: управление человеческими ресурсами, кадровые практики, эффективность преподавания, эффективность научных исследований, высокоэффективные системы управления персоналом, профессорско-преподавательский состав, высшее образование.

Universities create value through two main activities — teaching and research — and both depend on the work of professors. Human resource management determines who is recruited, how staff are developed, how their work is organised and how it is rewarded. The question of how much these practices contribute to results has been studied extensively in organisations in general. A meta-analysis of 92 studies by J. Combs, Y. Liu, A. Hall and D. Ketchen showed that high-performance work practices are positively related to organisational performance and that systems of practices have stronger effects than individual practices [1]. P. Boselie, G. Dietz and C. Boon, reviewing research on HRM and performance, found that the practices most frequently linked to performance are training and development, contingent pay and rewards, performance management and careful recruitment and selection [2].

The mechanism of this influence is described by the ability–motivation–opportunity (AMO) framework, developed by E. Appelbaum and co-authors, according to which employees perform well when they have the necessary abilities, are motivated to use them and are given the opportunity to participate and contribute [3]. In universities, recruitment and professional development build the abilities of professors, performance assessment and rewards build motivation, and workload allocation and participation in decision-making create opportunities. D. Bowen and C. Ostroff added that the effect of HR practices depends on the “strength” of the HRM system — whether its messages are distinctive, consistent and accepted by employees; when practices send contradictory signals, their effect weakens [4]. For a university this means that if, for example, research is declared a priority but the workload leaves no time for it and promotion depends mainly on teaching hours, the system will not raise research efficiency.

Research on universities confirms these conclusions. F. Edgar and A. Geare, studying university departments, found that research performance was associated with the organisational culture and management practices of departments, including the way research activity was supported and recognised [5]. G. Abramo and C. A. D’Angelo stressed that research efficiency must be measured relative to the resources used and normalised by field, which makes it a suitable target for HR decisions [6]. In teaching, the effect of HR practices is reflected in the scale and quality of training: the number of students and graduates per faculty member indicates the teaching output that each professor supports.

The teaching output of the higher education system of Uzbekistan in 2023–2025 is shown in Table 1. In three years the number of graduates increased from 184.1 thousand to 225.9 thousand, or by 22.7 per cent, while the number of teaching staff increased by 21.5 per cent [7–9]. The number of graduates per faculty member therefore remained at about four, while the number of students per faculty member decreased from 29.1 to 28.0. Under the funding rules introduced by Decree No. PF-58, the student–staff ratio and the results of the national rating, which covers academic, research and international activity, digitalization and graduate employment, will be among the factors determining university funding from 2027 [10]. HR practices therefore directly affect the indicators by which universities will be financed.

Table 1. Teaching output of higher education in Uzbekistan, 2023–2025[1]

Indicator	2023/2024	2024/2025	2025/2026
Teaching staff, thousand	45.2	49.6	54.9
Students, thousand	1,314.5	1,432.8	1,535.0
Graduates, thousand	184.1	211.2	225.9
Students per teaching staff member	29.1	28.9	28.0
Graduates per teaching staff member	4.1	4.3	4.1

Source: calculated by the author from National Statistics Committee data [7–9].

On the basis of the reviewed research, a matrix linking the main HR practices to teaching and research outcomes is proposed (Table 2). Each practice is assigned to one of the AMO components, and its expected contribution to teaching and to research is shown separately, since the two activities require different conditions.

Table 2. Contribution of HR practices to professors’ teaching and research efficiency

HR practice	AMO component	Contribution to teaching	Contribution to research
Recruitment and selection	Ability	Selection of staff with pedagogical skills and subject expertise	Selection of staff with research potential and publications
Professional development	Ability	Mastering of active and digital teaching methods	Training in research methods and academic writing
Performance assessment	Motivation	Feedback from students and peers	Assessment of field-normalised research output [6]
Rewards and promotion	Motivation	Recognition of teaching excellence	Incentives for publications and grants
Workload allocation	Opportunity	Assignment of courses matching competences	Protected research time in the work plan [11]
Participation and mentoring	Opportunity	Peer learning in course design	Inclusion in research groups and projects

Source: developed by the author on the basis of [1–6].

1 Graduates are given for the calendar year in which the academic year begins; teaching staff are counted excluding part-time staff. Ratios are calculated by the author.

The matrix shows that practices complement one another. Professional development raises abilities, but without protected time in the workload new research skills cannot be used; rewards strengthen motivation, but only if assessment measures the outcomes that are rewarded. This is exactly the logic of system strength described by D. Bowen and C. Ostroff [4]: practices must send consistent signals. In Uzbekistan, the normative framework already provides some of the necessary tools — the rules for determining the teaching load allow the university council to adjust the teaching load to encourage research and methodological work [11], and the continuous professional development system established by Decree No. PF-5789 offers flexible forms of development [12].

The contribution of HR practices can be assessed through a set of indicators: for teaching — students and graduates per faculty member, student achievement and feedback in the professor’s courses; for research — publications in indexed journals, citations normalised by field and research grants per faculty member; and for the HR system itself — the share of staff with protected research time, participation in development programs and voluntary turnover. Comparing departments by these indicators shows which combinations of practices are most effective.

In conclusion, HR practices contribute to professors’ teaching and research efficiency through their effect on abilities, motivation and opportunities, and their effect is greatest when they form a coherent system. As funding of universities in Uzbekistan becomes linked to the student–staff ratio and the national rating from 2027, universities are recommended to align recruitment, development, assessment, rewards and workload allocation with their teaching and research goals, to ensure that these practices send consistent signals, to protect research time in the workload and to monitor the effect of HR practices on teaching and research outcomes.

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