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# STRATEGY FOR THE APPLICATION OF TECHNOLOGIES IN THE EDUCATIONAL PROCESS IN THE DIGITAL ECONOMY

**Abstract:**

**Introduction.** The article describes and analyzes the features of developing a strategy for introducing digital technologies and modern methods into the educational process in Uzbekistan. The infrastructure of the e-government system of Uzbekistan, the essence of the content of decisions made to develop and improve e-government in the country.

**Research methods.** The infrastructure of the e-government system is underdeveloped, which affects the widespread use of modern information and communication technologies in the provision of public services and interdepartmental electronic cooperation.

**Results and discussions.** Now let's talk about foreign experience in the field of education. According to experts, the best education system in the world is in Finland. Finland is one of the most developed countries in Europe. So how is the Finnish education system, which is considered the best in the world, different from others? In Finland, there is no concept of a prestigious or ordinary school.

**Conclusions and discussion:** The digital economy is an implementation system based on the use of digital technologies in economic, social and cultural relations. Sometimes it is also expressed in terms of the internet economy, the new economy, or the internet economy. The digital economy is changing the face of modern national economies, increasing their efficiency and transparency. Today it is the engine of the world economy, one of the signs of development. The digital economy is not some other economy that needs to be created from scratch. This means translating the existing economy into a new system by creating new technologies, platforms and business models and applying them to everyday life.

**Keywords:** Digital technologies, labor market, human capital, e-government system, digital economy, blended learning, flipped learning methods, e-learning model, E-MINBAR platform, cloud technology method.

**Introduction.** The article describes and analyzes the features of developing a strategy for introducing digital technologies and modern methods into the educational process in Uzbekistan.

The Concept of development of the higher education system of the Republic of Uzbekistan until 2030 by Shavkat Miromonovich Mirziyoyev has been approved, which provides for:

- ✓ development of public-private partnership in the field of higher education, increasing the level of higher education coverage by more than 50 percent on the basis of organizing the activities of state and non-state higher educational

institutions in the regions, creating a healthy competitive environment in the field of;

- ✓ inclusion of at least 10 higher educational institutions of the republic in the list of higher educational institutions that occupy the first 1,000 places in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities), including the National University of Uzbekistan and Samarkand State University in the list of higher educational institutions that occupy the first 500 seats;
- ✓ step-by-step transfer of the educational process in higher educational institutions to a credit-modular system;
- ✓ introduction of advanced standards of higher education based on international experience, including a gradual transition from training focused on obtaining theoretical knowledge in curricula to an education system focused on the formation of practical skills;
- ✓ raising the content of higher education to a qualitatively new level, establishing a system of training highly qualified personnel capable of taking a worthy place in the labor market, making a worthy contribution to the sustainable development of the social sphere and economic sectors;
- ✓ ensuring the academic independence of higher education institutions.

The infrastructure of the e-government system of Uzbekistan, the essence of the content of decisions made to develop and improve e-government in the country. The advantages and disadvantages of blended learning and flipped classroom methods used in education are highlighted. The structure of the activities of the country's communication networks and its analysis in a narrow and wide range has been carried out. There are proposals for the development of the introduction of digital technologies and modern methods in the educational process in Uzbekistan.

In accordance with the Decree of the President on additional measures to introduce the digital economy, e-government and information systems in public administration, the e-government system, including public services, is aimed at simplifying the transition to administrative procedures, improving the quality of the life, investment and business environment, consistent measures for its modernization and development.

At the same time, a number of unresolved issues and shortcomings remain that impede digitalization and the transition to a digital economy. In particular, unified principles for the development of state information systems have not been developed, and activities in this area are carried out without interaction with other information systems.

**Research methods.** The infrastructure of the e-government system is underdeveloped, which affects the widespread use of modern information and communication technologies in the provision of public services and interdepartmental electronic cooperation.

The lack of effective coordination and a unified technological approach to the implementation of e-government leads to an inefficient use of resources and reduces the effectiveness of measures.

The President signed Decree No. UP-60 “on the new development strategy of Uzbekistan for 2022-2026” dated January 28, 2022[1].

Based on this decision, Decree of the President of the Republic of Uzbekistan dated January 17, 2019 No. PF-5635 “On additional measures to introduce the digital economy,

[1] https://www.norma.uz/oz/qonunchilikda_yangi/2022-2026_yillarga_muljallangan_yangi_uzbekistonning_taraqqiet_strategiyasi_tasdiqlandi

e-government and information systems in the public administration of the Republic of Uzbekistan".

In accordance with the Decree "from action strategy to development strategy" of the Republic of Uzbekistan for 2022-2026, developed on the basis of the principle of development strategy and the state program for its implementation in 2022 is confirmed.

Uzbekistan" was adopted. In this regard, the effective use of the media in higher and secondary specialized educational institutions, the development of the process of introducing the digital economy in education is one of the tasks facing the country's education system.

The development of the education system is a strategic goal. For the modernization of the country, socio-economic sustainable development, it is necessary to improve the quality of training of highly qualified personnel, develop human capital in accordance with the requirements of the labor market. It is necessary to increase the level of enrollment in higher education, train highly qualified, creative and systemic thinking, independent decision-makers based on international standards, create the necessary conditions for the manifestation of their intellectual abilities and spiritual development.

To introduce digital technologies and modern methods into the educational process, the following measures will be taken: on their basis, it is planned to organize a system for training highly qualified engineers and technicians for the digital economy. A number of decisions and laws have been adopted in our country to ensure the strong integration of modern information and communication technologies and educational technologies, creating additional conditions for the continuous development of teachers' professional skills.

**Results and discussions.** Now let's talk about foreign experience in the field of education. According to experts, the best education system in the world is in Finland. Finland is one of the most developed countries in Europe. So how is the Finnish education system, which is considered the best in the world, different from others? In Finland, there is no concept of a prestigious or ordinary school.[1]

All schools are owned by the state, they have the same funding and the same equipment and facilities;

• It is forbidden to compare one student with another.

• Children with disabilities and abilities study in the same class;

The motto of Finnish schools is: "We prepare the child for life or for the exam. We chose the first one." Therefore, in Finnish schools, the exam is taken only once - when the student reaches the age of 16.

In Finnish schools, the most important thing is to prepare the student for independent living. Therefore, they are taught to acquire knowledge on their own. Children learn to use a reference book, calculator and the Internet instead of memorized formulas. Teachers spend 4 hours a day in the classroom and 2 hours a week for teacher training. In Finland, the profession of "teacher" is prestigious. There is huge competition for teaching jobs in the higher education system. In Finland, general secondary education is free, including free meals, excursions, school buses and books, money from parents is prohibited.

Finnish schools are rightfully recognized as the best in the world: 15-minute breaks, nature lessons in any weather and a minimum of homework are what you need. Moreover, the education system is not only devoid of old traditions, but is becoming one of the best in the world. Finnish teachers often conduct classes outside of school. Thus, the Finns are struggling with the huge gap created between modern children and real life because of the

[1] https://www.weforum.org/agenda/2018/09/10-reasons-why-finlands-education-system-is-the-best-in-the-world

virtual world. “Out-of-school impressions have geographical, literary, scientific and historical aspects. All research starts on Earth because it has life.”

Finnish students take a 15-minute break after every 45-minute class they usually spend outside with their classmates. This breathing regulation helps students concentrate and learn better, while at the same time calming teachers and relieving stress. The Finns have long understood this and introduced mandatory breaks in schools back in the 1960s. In the 1980s, Finland underwent extensive reforms in higher education. Since then, every future teacher becomes a specialist with a master's degree in research.

Ten years later, teachers must develop curricula and teaching methods. Often principals and principals themselves teach and teach at their school. “There is no clear hierarchy in Finnish schools: most principals teach and manage at the same time. In this way, educational leaders get first-hand experience of teaching in the classroom. When teachers are led by peers who are facing the same problems they are, they are better able to take criticism and discuss issues more easily.”

In Switzerland, teachers are well paid. Local teachers earn an average of $68,000 a year, the highest among IHRT (Organization for Economic Cooperation and Development) countries.[1]

In Thailand, 14% of tertiary graduates (slightly more than in other countries) are graduates. But the vast majority of institutions of higher learning are professional schools, not universities. Less than 20% of university graduates specialize in science and technology (more than 50% in Singapore).[2]

In South Korea, high schools are divided into several types: public high schools (run by the Korean Ministry of Education and Technology, Ministry of Culture, Physical Education and Tourism), general high schools (run by the highest organizations in each province), and private high schools. Higher schools are also divided into several types depending on the subjects taught: general education schools, specialized schools (agriculture, industry, maritime affairs, information), special schools (lyceums), technical schools, schools of foreign languages, schools of physical education, art schools.

The Republic of Korea also has higher schools specially established by the Ministry of Education. They will mainly specialize in agriculture, fishing, industry, international languages. High school is not as compulsory as high school, but as of 2015, 97% of Korean youth have graduated from high school. This is a very high figure.[3]

From the above data, it can be analyzed that in developed countries the education system is given special attention both by the state and by private individuals. As a result, in developed countries, students learn and learn to work independently with computer technology from kindergarten. In our country, this figure has grown significantly over the past 10 years.

The individualization of educational processes based on digital technologies, the development of distance learning services, webinars, online, "blended learning", "flipped classroom" technologies are widely introduced into practice, «blended learning" (blended learning). Information technologies offer many new forms of education, especially in recent years the principle of a holistic approach in the modular education system is gaining momentum. The adaptation of various forms and methods has led to the introduction of blended education as an innovation.

[1] https://www.theguardian.com/teacher-network/teacher-blog/2014/sep/05/how-the-job-of-a-teacher-compares-around-the-world

[2] https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=ECO/WKP(2020)49&docLanguage=En

[3] http://english.moe.go.kr/sub/infoRenewal.do?m=0305&page=0305&s=english

As Declan Burn says about "blended learning" - "this education is focused on the effective use of rich pedagogical experience." This approach can be based on the use of various methods of presenting information, organizing traditional events in the organization of training and in the educational process, information technology, individually and in groups.[1]

Such a diverse approach does not tire the reader and enhances his motivation to read. The main task is to ensure the compatibility of the selected methods and achieve high efficiency at low cost.

**Table 1**

**The "Blended learning" model provides students with the following opportunities[2]**

| The "Blended learning" model provides students with the following opportunities: | e-learning model |
|---|---|
| • View study materials online at any time. | • Explains less to the student, the student is more independent; |
| • Test your knowledge by taking a test; | • Communication with teachers and other students will be unlimited. |
| • Pass a control test; | • The main means of communication - chat, forum and e-mail. There is also a "virtual e-class". |
| • View additional resources related to training; | • The teacher can give lectures, conduct virtual seminars. |
| • Use of audio and video recordings, animation and modeling; | • Serious attention is given to group activities so that the student does not feel stuck on the computer and has teamwork skills. |
| • Use email and participate in forums; | • Scientific materials are presented in an interactive form: text, audio, video, which are complemented by various drawings, graphics, diagrams, animations, simulations, photographs, links to sources; |
| • Organization of communication between teachers and students in addition to lectures. | • Students' knowledge is controlled in the form of tests, group projects, abstracts, reports and abstracts, tests; |
| • Elements of traditional education have existed for thousands of years, but no more than 10 years have passed since the advent of blended education. Therefore, it is recommended to conduct these types of training in a blended way. | • Data exchange system - exists in the form of sending and receiving files. Information sent to the teacher will be returned in the form of personal comments, recommendations or grades after careful consideration. |

For several years now, there has been a new method among advanced teachers - the "rotated class" or rotated class. These are not students in their heads, but one of the models

[1] https://www.panopto.com/blog/what-is-blended-learning/

[2] The author's processing table based on Internet data

of blended education. At home, students study theory, and in the classroom they practice practical skills and ask questions to the teacher.

Usually the teacher lectures in the classroom at the school leaving very little time for questions and exercises. How to apply all this in practice, you often have to figure it out at home on your own. Teaching is done in the classroom, and many students find it difficult to fully assimilate the material. “Most teachers spend their time explaining material and transferring knowledge, spending less time teaching how to analyze, evaluate and create something. Jonathan Bergman, one of the founders of the "transformed classroom" idea, explains that the "reverse model" of reading aims to transfer knowledge into the student's personal space and spend more time on practical skills.

**Table 2**

**Features of the “Flipped Classroom” idea according to the research of Jonathan Bergman.[1]**

| Advantages of the method | Disadvantages of the method |
|---|---|
| 1. The student receives knowledge not only on the condition of appearing in the class, but also at a convenient time for him. It can be a video uploaded to a smartphone or tablet, an audio report uploaded to the player. | 1. The student receives knowledge not only on the condition of appearing in the class, but also at a convenient time for him. It can be a video uploaded to a smartphone or tablet, an audio report uploaded to the player.<br>You cannot control the process, and students understand this. To make sure that your children are learning your materials, you will need to take control forms, such as tests on the topic they have learned. |
| 2. The student learns the material at his own pace, can watch videos or listen to audio as much as he wants, pauses to draw conclusions or simply perceive new information. | 2. There will be more work first<br>The transition to a new learning model is an additional burden. You will need to change the methods and technologies that you have been developing for over a year.<br>You will need to look for additional material: articles, YouTube videos, tasks on platforms, podcasts. Classwork will also need to be reformatted - now you not only explain new material, but also improve practical skills with children. |
| 3. The form of individual consultation with the teacher helps children get rid of the fear of disappointment and misunderstanding of new material. It also helps the teacher to see the level of development and understanding of each individual student. | 3. Students spend more time at the computer. Most of the material you give to children is on the Internet. Consequently, the time spent on the computer and various gadgets will increase. Keep this in mind when planning lessons. |
| 4. No time wasted demonstrating new material in the classroom, which creates more opportunities to apply knowledge. | 4. Low efficiency reverse class.<br>Many studies do not distinguish between traditional classes and reverse class. The |

[1] https://www.teachthought.com/learning/definition-flipped-classroom/

| | |
|---|---|
| | performance of children in a collapsed classroom is improving, but not by much. Job satisfaction remained the same. Thus, changing classes is a way to diversify more lessons than the key to greater learning outcomes. |
| 5. The technique does not require special expensive technical means. You may need a voice recorder (voice recorder, microphone), camera or webcam, computer with standard software to work in "Inverted Class". | |
| 6. Students can use more additional resources for self-study at home: the Internet, home books, dictionaries, etc. | |

It is important to organize distance learning programs based on modern information and communication technologies. It is necessary to introduce the "E-MINBAR" platform, which allows online viewing and learning of lectures and practical classes, seminars, as well as downloading them to electronic media, using "cloud technologies" in the educational process. The flipped classroom technique swaps class and homework.

**Table-3**

**The opinions of the participants of the site "I am a teacher - this is a teacher development program" about the idea "Flipped class: advantages and disadvantages"[1]**

| **Advantages** | |
|---|---|
| **1. Students learn new knowledge at their own pace** | The flipped classroom allows children to work at their own pace. The student can watch the video at a convenient time, stop watching, listen to incomprehensible moments several times, write down questions, and ask the teacher during the lesson. |
| **2. Children become creators of knowledge** | In the flipped classroom system, children are no longer passive listeners. To gain new knowledge, they need to work on their own: watch a video, read an article, listen to an interview, find additional information on the Internet. The task of the teacher is to give the student the necessary materials and point out the mistakes. |

[1] https://www.edusys.co/blog/flipped-classroom

| | |
|---|---|
| **3. Materials can be studied at any time** | This will come in handy if students get sick, participate in competitions or leave. Just send them materials via email or social media. Students will be able to study on an equal footing with everyone else and will not miss an important topic. |
| **4. Parents get access to lessons** | In the traditional system, parents can't just come to class. And the flipped classroom gives them the opportunity to look at the materials on which children study theory at any time. Parents can prepare for lessons with their children and help with difficult issues. |

At home, children independently study theoretical material, and in the classroom at school they perform practical exercises. Thus, students reinforce the material that they studied at home. For those who want to use flipped learning but have doubts, we have compiled the advantages and disadvantages of this method.

It is necessary to widely introduce an electronic library system that allows remote use in the country's education system, expand students' opportunities for continuous professional development through the use of library collections, databases after graduation.

In order to accelerate the creation of national e-learning resources, organize the translation of foreign e-learning resources, gradually increase the share of electronic resources in the educational process, create electronic textbooks, and place information on electronic media. resources in libraries using QR codes must be created.

The announcement of 2020 as the Year of Science, Education and the Development of the Digital Economy in our country set the task of radically modernizing public administration, the economy, as well as all spheres of life, and further accelerated the process of electronic information exchange.

In advanced digital economies, both the gross domestic product (GDP) and the share of GDP per capita are high. In this regard, the views of the head of our state on this issue at the state level are aimed, firstly, at improving the living standards of the population, and secondly, at increasing the real incomes of the population. The question arises of how communication services are organized in the country, especially Internet services.

In this regard, below I analyzed the activities of telecommunications companies in our country in a narrow and broad sense. The basis of the digital economy is high-quality communication services.

Table-4

**The structure of income of communication enterprises from the provision of communication services, in%**[1]

| | 2019 | 2020 | 2021 |
|---|---|---|---|
| Communication network | | | |
| - Total | **100,0** | **100,0** | **100,0** |

[1] file:///C:/Users/user/Downloads/Transport%20and%20communication.pdf

| | | | |
|---|---|---|---|
| including: | | | |
| Mail | 2,4 | 2,9 | 3,1 |
| Telegraph | 0,02 | 0,02 | 0,02 |
| Long-distance and international telephone | 0,1 | 0,1 | 0,1 |
| Telephone in urban and rural areas | 16,1 | 14,2 | 10,8 |
| RF recording, control and protection | 1,2 | 1,4 | 1,8 |
| Mobile | 1,3 | 1,4 | 2,2 |
| “Internet" | 49,0 | 43,0 | 45,7 |
| Data network | 22,9 | 26,0 | 27,2 |
| Transmission and reception of TV programs | 4,8 | 8,5 | 8,1 |
| Transmission and reception of radio programs | 1,6 | 1,6 | 0,8 |
| Other areas of the communication network | 0,2 | 0,2 | 0,2 |

Analyzing the data of the above table, we found that the composition of income from telecommunication services of the republic's telecommunications companies (in%) changed as follows. According to 2019 data, the largest share in the structure of communication services was occupied by the Internet - 49% and data networks – 22,9%. However, the lowest share was 0,02% for private networks and 0,1% for long-distance and international telephone networks. The above sectors occupied the largest and lowest shares in 2020-2021. In connection with the pandemic situation in the country in 2021, there was a decrease in the share of communication networks. In particular, the share of the Internet in the total volume of communication networks decreased by 3,3% compared to 2019.

Table-5

**The structure of income of communication enterprises from the provision of communication services to the population, in%[1]**

| | **2019** | **2020** | **2021** |
|---|---|---|---|
| Communication network | **100,0** | **100,0** | **100,0** |
| Total | | | |
| including: | 0,8 | 1,0 | 0,3 |
| Mail | 0,01 | 0,004 | 0,003 |
| Telegraph | 0,3 | 0,2 | 0,3 |
| Telephone in urban and rural areas | 1,1 | 1,3 | 0,7 |
| Mobile | 66,7 | 59,9 | 63,5 |
| Data network with the addition of "Internet" | 29,8 | 36,3 | 35,2 |
| Transmission and reception of TV programs | 1,3 | 1,3 | 0,3 |
| Other areas of the communication network | 0,001 | 0,0003 | 0,0002 |

If we study the structure (%) of the revenue of telecommunications companies in the country, then according to this table, the share of the largest revenues of telecommunications companies in the mobile network in 2019 was 66,7%, in 2020 – 59,9%, and in 2021. for the year – 63,5%. This is 3,2% less than in 2019. In particular, the share of data transmission networks and the Internet in total revenue in the revenue structure of telecommunications companies has significantly increased. 29,8% in 2019,

[1] file:///C:/Users/user/Downloads/Transport%20and%20communication.pdf

36,3% in 2020, and by 2021 a slight decrease to 35,2%. We can directly link the change in these shares with the strict quarantine measures taken in our country.

Table-6

**Providing the population with mobile communications (per 100 permanent residents)[1]**

| | 2019 г | 2020 г | 2021 г |
|---|---|---|---|
| Total | **66,6** | **71,0** | **73,0** |
| including: | x | x | X |
| Individuals | 64,0 | 68,7 | 70,1 |

**Conclusions and discussion:** The digital economy is an implementation system based on the use of digital technologies in economic, social and cultural relations. Sometimes it is also expressed in terms of the internet economy, the new economy, or the internet economy. The digital economy is changing the face of modern national economies, increasing their efficiency and transparency. Today it is the engine of the world economy, one of the signs of development. The digital economy is not some other economy that needs to be created from scratch. This means translating the existing economy into a new system by creating new technologies, platforms and business models and applying them to everyday life.

In 1995, the American programmer Nicholas Negroponte coined the term "digital economy". Today, this term is used by politicians, economists, journalists and entrepreneurs around the world. In 2016, the World Bank published the first report on the state of the global digital economy (“Digital Dividends”).

The digital economy is the main ally of corruption and the black economy. Because numbers seal everything, store it in memory, and quickly provide information when needed.

Under such conditions, it is impossible not to hide any information, to make secret transactions, not to provide complete information about a particular activity. The computer shows it all. The abundance and structure of the data prevents cheating and deceit. Because it is impossible to cheat the system. In particular, if the digital economy is widely introduced into the education system, the exchange of information will accelerate, the forms of education will increase, and anyone will have access to distance learning.

During this year's pandemic, the practice of remote work, obtaining knowledge and skills in accordance with quarantine rules, with the support of employers working at enterprises, was widely introduced. This, in turn, further strengthened the process of electronic information exchange, that is, the procedure for transmitting and receiving data in electronic form.

How can we facilitate e-certification of learning outcomes? It is enough to dwell on foreign experience in order to compare its advantages. In particular, in many countries, such as Germany, Italy, Denmark, the procedure for electronic transmission and receipt of information and documents is already yielding positive results. In the education system, distance learners prefer to receive certificates or diplomas electronically after final exams. The use of such electronic methods in Uzbekistan is good.

Based on the results of the training, in order to introduce the practice of issuing electronic certificates to graduates, special attention is paid to the creation of a system and

[1] The author's processing table based on Internet data

software for an electronic certificate repository that provides a unique identification number and a QR code and security. elements. An electronic certificate store is a database that stores electronic certificates, that is, a store that stores files and data about certificates. The issuance of an electronic certificate allows you to save distance, save various costs, save time when issuing a certificate electronically and abandon the paper form of the document.

A special program will be developed for the preparation of electronic certificates, according to which certificates will be assigned numbers automatically, sequentially, and separate sections for groups will be created.

Upon completion of any course, students enter the electronic certificate store by entering their full name or login provided by the educational institution to enter the database where electronic certificates are stored, enter the serial numbers of personal passports to download the certificate, and soon download the certificate inside. Certificates are distributed according to the directions of each field and stored in an electronic database.

It is necessary to create an electronic database of scientific and technical data of master's and doctoral dissertations of higher educational institutions, to widely use the anti-plagiarism system to ensure the novelty of future scientific and technical information. Due to the specifics of the direction of study and specialization, it is advisable to develop the use of modern software products that are widely used in the international educational process.

A sharp reduction in the number of various reports and information coming from higher education institutions, the rejection of the paper form of their preparation, the gradual transition to the Electronic University platform, which provides electronic management systems and educational processes, libraries and document management, should be introduced.

It is necessary to create a national system of higher education institutions based on the creation of an electronic database (Student Record System), which will contain information about teachers, students, graduate students and doctoral students.

Launch of a unified higher education information platform - "Higher Education Management Information System", which includes educational and methodological, regulatory documents, statistics, as well as information on the provision of public interactive services in the field of higher education with the support of international financial institutions, it is important to consider the possibility of online vacancy announcements and applications.

Based on the above data and analysis, it is advisable to take the following measures to improve the efficiency of research in higher education, the wide involvement of young people in scientific activities, and the formation of an innovative science infrastructure:

1. Gradual implementation of the concept of "University 3.0", which provides an inextricable link between the commercialization of the results of education, science, innovation and research in higher education institutions.
2. Creation of technoparks, foresight, technology transfer, start-ups, accelerator centers in higher education institutions by attracting foreign investment, expanding the range of paid services and other non-budgetary funds and studying their socio-economic development of the relevant sectors. industries and regions; it is necessary to ensure that they perform predictive activities.
3. Achievement of scientific and innovative activities of professors, researchers, doctoral students, undergraduates and bachelors in organized technology parks.

4. Creation of subsidiaries and subsidiaries involved in the implementation of research results in higher education institutions by creating new products and technologies with high commercial potential based on start-up projects at the expense of additional budgetary funds. Business development.
5. Creation of "spin-off" and "spin-out" enterprises involved in the implementation of research results in higher education institutions by creating new products and technologies with high commercial potential based on extra-budgetary start-up projects, development of academic entrepreneurship.
6. Ensuring the development of science in accordance with the latest achievements based on the analysis of research results in the world with the help of the international information and analytical system SsiVal.
7. Development of innovative scientific research, preservation of existing scientific schools and creation of new ones, strengthening their human resources while ensuring the wide involvement of talented youth in science.

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