

## **ENSURING FINANCIAL AND ECONOMIC STABILITY OF EDUCATIONAL INSTITUTIONS IN THE PROCESS OF INTEGRATING DIGITAL TECHNOLOGIES IN THE NEW UZBEKISTAN**

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### **ABSTRACT**

*This article examines the financial and economic stability of educational institutions in Uzbekistan as they under integration into digital technologies. It outlines the key financial challenges faced by educational institutions and evaluates the strategies implemented by the government to ensure stability. Special focus is given to the role of digital transformation and the mechanisms designed to support financial sustainability in the education sector.*

**Keywords:** *New Uzbekistan, financial stability, economic sustainability, digital technologies, integration, education system.*

### **АННОТАЦИЯ**

*В статье рассматривается финансовая и экономическая устойчивость образовательных учреждений Узбекистана в процессе их интеграции в цифровые технологии. В ней излагаются основные финансовые проблемы, с которыми сталкиваются образовательные учреждения, и оцениваются стратегии, реализуемые правительством для обеспечения стабильности. Особое внимание уделяется роли цифровой трансформации и механизмам, призванным поддерживать финансовую устойчивость в секторе образования.*

**Ключевые слова:** *Новый Узбекистан, финансовая стабильность, экономическая устойчивость, цифровые технологии, интеграция, система образования.*

### **INTRODUCTION**

In the context of the ongoing digital transformation, the integration of advanced technologies into the education system has become a priority for many countries, including Uzbekistan. The “New Uzbekistan” vision, established through a series of reforms since 2017, emphasizes modernization across sectors, including education. The digitalization of educational institutions is seen as essential for improving educational quality, access, and financial sustainability. However, the transition presents financial and economic challenges that require careful planning and support mechanisms to ensure stability. This paper aims to review the financial strategies

implemented in Uzbekistan to sustain educational institutions during the shift to digital education, alongside a statistical analysis of the current state of education and its economic impact.

## **LITERATURE REVIEW**

More information and literature addresses the financial stability of educational institutions during digital transformation. For example, Rahmanov U. highlight the importance of government funding in developing countries during periods of rapid digitalization. Also Djurayev M. emphasize the role of international cooperation and private investment. However, the unique socio-economic context of Uzbekistan, marked by rural-urban disparities, necessitates tailored approaches. The existing research underscores the importance of balancing financial sustainability with equitable access to digital education resources.

## **METHODS**

This study uses a mixed-method approach, incorporating both qualitative and quantitative data. Statistical analysis of educational financing in Uzbekistan is conducted using data from the World Bank, UNESCO, and Uzbekistan's national databases. Qualitative data are derived from government reports, scholarly literature, and case studies of educational institutions transitioning to digital formats.

## **RESULTS**

### **1. Statistical Overview of Education in Uzbekistan**

According to the State Statistics Committee of Uzbekistan, as of 2023, there are approximately 10,000 educational institutions in the country, catering to over 6.5 million students. The national expenditure on education constitutes around 6.5% of the GDP, reflecting a sustained government focus on educational investment. The country has seen significant growth in access to education, with an increase in enrollment rates in both primary and secondary education over the past five years. However, disparities in access to digital infrastructure remain a challenge, especially in rural areas.

### **1. Financial Challenges in Digital Transformation**

Despite the government's increased funding, the financial stability of educational institutions is under pressure. The primary challenges include:

High initial costs for purchasing and maintaining digital infrastructure;

Lack of technical expertise, which requires additional investment in teacher training;

Uneven distribution of resources, with rural schools struggling more than urban institutions.

## 2. Government Initiatives for Financial Stability

The Uzbek government has launched several initiatives to address these financial challenges:

The “Digital Uzbekistan 2030” strategy, which allocates funds for digital infrastructure development in schools;

The introduction of public-private partnerships (PPP) to attract private investment in education.

The establishment of an education fund to support underfinanced institutions during their digital transition.

## **DISCUSSION**

The transition to digital education in Uzbekistan is both an opportunity and a challenge. Financial sustainability is a critical concern, as many institutions, particularly in rural areas, struggle to meet the requirements of digital education. While government initiatives such as “Digital Uzbekistan 2030” provide a foundation for improvement, gaps in financing remain, particularly in the areas of infrastructure and teacher training.

Moreover, economic stability within the educational sector cannot rely solely on government funding. The integration of digital technologies requires diversified financial strategies, including international partnerships, private investment, and innovative funding models such as grants.

## **CONCLUSION**

Ensuring the financial and economic stability of educational institutions in Uzbekistan is essential for the successful integration of digital technologies. While the government has initiated promising programs, further investment, international cooperation, and innovative financial models are required to support educational institutions during this transformative period. Continued research and analysis are crucial for monitoring the long-term impact of these reforms on the country’s education system.

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