

**Azimjon Musamukhamedov Djamalidinovich
Nasiba Muxtorova Shuxratovna**

Abstract: *In today's globalized world the business outcomes are becoming more dependent on education, skills and practices of business environment. The paths of careers are becoming more important factors in every land. This dissertation research analyzes the impact of entrepreneurial education on business people in Uzbekistan. In order to find the the answer to the main objective of dissertation we tried to explore the effect that business education can have a business outcome in Uzbekistan. There are basically three objectives in this study, the first is to explore the main effects and impacts for business owner's skills to run their businesses in Uzbekistan, and the second is to explore how the governmental universities are influencing on entrepreneurs' success to their business running well and last is how the private universities effect in determined rate on business in Uzbekistan. The methodology is quantity. For researching the tools were Google. The survey was based on the responses of 201 participants. These researchers are mainly representatives of various industries and businesses in today's Uzbekistan, which emerged in collaboration with them and were used for analysis. Such surveys are conducted in many countries around the world, but this is just the beginning of the research that is just being launched in our country by the questionnaire. Happily, among the participants are graduate students of WIUT, whose answers are based directly on the situation of learning and study of business and analysis of the university teaching and they are more transparent in determining the force of impact of education as well.*

Keywords: *business education, entrepreneurship, university and Uzbekistan*

Introduction

Nowadays, business education has been rapidly increasing educational element in studying and teaching purposes. The effect of entrepreneurial education is high in societies, institutions where the trade and business skills are major for teaching, courses, internships, training programs, international and national societies and universities. In several universities entrepreneurship has moved from becoming the regular business till covering more pointed role in education (Bécharde & Grégoire, 2007). Entrepreneurship education is productively introduced as the most beneficial way of implementing the transition of an increasing population from teaching to work (Santos, et al., 2019; Nwokolo et al., 2017; Lackéus & Middleton, 2015). However, in navigating it through the next path of traditional model of business and its teaching needs to be more robust and well structured, so the effective designed toward to delivering productive outcome in practical sphere (Gibb, 2002; Gibb, 2005). In Uzbekistan, starting from 2002, The Ministry of High Education has been establishing the syllabus for business programmes as they are key factors and have huge roles to help the economy in the way of rising through education for business purposes.

In the last years, the new universities and private business teaching centers for blended discipline of entrepreneurship has taken enormous steps to integrate business skills and

education into academic courses in whole the educational purposes. The correlation of business community and education involvement in this stage has been facilitated via entrepreneurial hub infrastructure. Things became more vivid by governmental and non-governmental approaches related to effects of success in business and leaders. Factually, it has been identified the demand for deeper research that directly related to entrepreneurial education, its impact and entrepreneurs' community success in Uzbekistan by making the investigation on "The effect of entrepreneurship education on entrepreneurs' success in Uzbekistan". The study included a review of business development and the literature and educational programs designed for it. The research consists of literature review and filling gaps that are more important to find out the solutions and outcomes on the theory of research. In the research study it is included the research question and objectives, approach, strategy, tools and ethics and methodology section, including the introduction, results and discussions section, conclusions and applications at the end of this research work.

Problem statement

Despite the large body of literature on entrepreneurship, much of the previous research has focused only on the activities of entrepreneurs. However, entrepreneurship skills can be learnt by measuring the impact for the education of business and its aspects. There have been several attempts in the past to explore the relationship between education of business and entrepreneurship in the last given literature. And in particular, there are several studies attempting to examine the impact of business education on entrepreneurship in the business community in Uzbekistan. Accordingly, it is necessary to carry out such studies to raise the awareness of entrepreneurs about development. Thus, this study attempts to explore the business impact for education on entrepreneurship in SMEs in Uzbekistan. Some of the challenges facing business education that will be identified in this study include a lack of equity and respect among faculty at most Uzbek universities, as well as faculty dissatisfaction with their income, which may reduce their motivation to teach. Technology in Uzbekistan impacts the education quality and development, is a key driver of flourishing, and underpins transformation efforts aimed at adapting to both internal and external changes.

The main research question is "What is the key impact of entrepreneurship courses on business community skills in Uzbekistan?"

Research sub-question 1:

How the governmental education can effect on business outcomes in Uzbekistan?

Research sub-question 2:

How the private education can impact on entrepreneurs' success in Uzbekistan?

Research Objectives

The research objectives are :

RO1: To analyze key impact of business courses to entrepreneurial skills in Uzbekistan;

RO2: To analyze the impact of business education in governmental universities on business community success;

RO3: To analyze and describe the effects of private entrepreneurial courses on business people productivity in Uzbekistan;

Research contribution

The contribution of this research contains theoretical and practical perspectives. The current study contributes to the body of education from the theoretical point of view due to some reasons (Aamer & Al-Awlaqi, 2018). This research serves as a basis for a knowledge base by developing a business education and entrepreneurship model in small and medium enterprises and examining whether business education is relevant or insignificant to entrepreneurship. Furthermore, this research examines the impact of entrepreneurship education on business in small and medium enterprises in Uzbekistan. This study is the first to mention these two variables in the study of Uzbekistan. One should note that this research contributes to the aspects of practical in a variety of ways. An increase in business knowledge can lead to rising in the number of entrepreneurs in Uzbekistan.

Research

This is the first study of its kind in Uzbekistan, and the selected survey mainly describes how effective the business education system is for business community success in the Uzbek segment. It consists in determining whether it is effective or beneficial to the business outcome. Usually such studies are general and do not express specific factors. In this study, specifically we analyzed how beneficial the functioning of the state and non-state education systems is for entrepreneurship. Such studies are described only in international articles, theses, courseworks and dissertations. For the current research, the pilot practice has been used by volunteers and feedback has been provided for initial start. Also, the survey has been explored the effect of above-mentioned business teaching skills on entrepreneurs' intentions toward to success. The current study seeks the theoretical and practical correlation advance between business people success and impact of learning courses in Uzbekistan. Each research question has its aim to analyze in preceding meaning of objective. Therefore, the education for business course may increase more intention of participants on it.

Methodology

Quantitative research pays attention on the scaled aspects of issues and notes how prevalent it is by focusing for common results within a wider population, by conducting information to test hypotheses (Saunders et al., 2016). According to Saunders et al. (2016), it can be seen five study paradigms which are positivism, realism, post-modernism, interpretivism post-modernism and pragmatism. In current study, method of quantitative is positivism. Positivism is a theory "factual" information and skills that makes the observations provisioning in right scale. "Positivism" is one of models along with education that taken from the community practice (Dudovsky, 2018). Mostly, positivism is evaluation of data accurately. Therefore, it refuses any a priori sounds. Positivists assume that scholars can get objective skills by the study of social world in the similar direction (Knox, 2004; Saunders, 2016). The current study shows the influence of business education on entrepreneurs' success in Uzbekistan through introduction of difference of universities and private teaching skills, roles of models, feedback and business plans. The study develops model for conceptualization with hypothesis based on different researches and studies in business education.

Discussion of the quality of research design

According to research design the quality is based on quantitative and mostly referred to be inaccuracy for the given concept. Validity is defined as accurately measured survey which designed to explore the instrument of main topic. While the validity describes the content and

construct coordination, the reliability relates the measure of consistency (Heale and Twycross, 2015). Ethics and Access It is essential that the research to be aimed for ethical decision-making for maximizing the participants' benefits and providing the safety of ethical rules in conducting of itself. The ethical norms applying in research is important for the study's integrity ensuring (Enago, 2021). In addition, it was also noted at the beginning of the survey questions information anonymity obtained would be ensured in order to secure the privacy of those surveyed. In addition, in accordance with the standards of the dissertation manual, other authors' works referenced during the dissertation process will be protected using the reference. The current study is aimed for decision-making ethically for maximizing the participants' positive outcomes and providing the safety in conducting itself.

The Hypothesis

H1: There is a positive significant impact of university studies to the entrepreneurship in Uzbekistan;

H2: There is a positive significant impact of private educating studies to the entrepreneurship in Uzbekistan;

H3: The business success is mostly impacted by personal skills;

The Results and Discussion

While conducting the survey, the results came more vivid and obvious. So the research participants could give the real approaches of their study and ultimately business success motives by their answers.

The responses were by 114 males and 87 females.

The high rate of answers for ages is 31-36 year participants at 31.8%. Majority of respondents are middle aged business people. The general age of respondents is between 18-70. It means that young business people are more interested in attending in business surveys. The next question was about the gender and then occupation.

The participants are mostly in investors and starting-apps. While asking the occupation time, it was found out that 68.2% was full time while rest amount of business people was in part-time working.

In the next decades the amount of students in non-governmental institutions increased more than the ones at governmental. The 54.7% students were from private course taken business people whose inspirations were the shaped by there while the 18.9% was university belonging. The next questions were about business lessons and motivations from the lessons in the university and private courses period of education.

Among the respondents, the 104 participants counted that the lessons were useful for them

business in Uzbekistan. In the meanwhile, 53 of them consider that it is still neutral while the another 30 attendants happy with their education.

While the some business people prefer study in university, there are some of them consider the personal skills are more important to start the business. They are 106 participants.

In spite of there are some challenges and drawbacks in education for business, the 111 (55.2%) participants answered as preference for starting the business after graduation of study. Overall, the survey showed the hypothesis are more correctly navigated toward the business

success. The entrepreneurs from private university are double time more than governmental one and they are successfully doing their business in Uzbekistan. The confidence among the 201 entrepreneurs are 55.2% from the general of 100 as 31 of 201 are over confident for starting and getting success from business. The overall (111+31) 142 of 201 are confident and happy for business impact by their education of business in Uzbekistan. The trends are more robust and giving a signal to improve the private universities toward to provide the business success in Uzbekistan.

Conclusion

This is one of first quantitative studies in the area which has been being taken the step to fill the gap of business success within education impact in Uzbekistan. While making the literature it is found the need to address the gap that has correlation with academic syllabus and practice area to confirm the business gained impacts may positively rise the needs and intentions of participants to start their own trade ways. The problem that highlighted is education could be more robust and vital than present toward to the filling the gap of practical cases more. Mostly, the educational impacts are found as initial teaching institution for general purposes for chosen field. Furthermore, there is a variety of business education courses are available, but more result oriented in conditions of flourishing entrepreneurial intention are still not easy to find. While making survey mock analysis, the result of study could be contributed in theoretical and practical as well. The business plan actions can directly effect on the intention of business. This is very critical and relevant outcome that carry the key purposes of trade in practice. In the process of self-evaluation, the entrepreneurship skill and teaching study suggests that there must be a clarity about which impacts are more relevant to increase an intention of business in Uzbekistan.

Hence, later, the conclusion will be drawn that business impacts and feedback should be counted meanwhile, delivering and designing business education courses.

Overall the results of current study can be used in academic purposes and by educational institutions, universities to make the analysis on determining the impacts of education of entrepreneurship in Uzbekistan. Business community plays a dramatic role in promoting the trade and economy, thus the current research can be an essential practical contribution. This study will contribute to the literature of business education in Uzbekistan.

REFERENCES:

Ajayi, V.O. (2017). Primary Sources of Data and Secondary Sources of Data. (September), 1-6. Available from <https://doi.org/10.13140/RG.2.2.24292.68481>.

Béchar, J.-P., & Grégoire, D. (2007). Archetypes of pedagogical innovation for entrepreneurship in higher education: model and illustrations. In A. Fayolle (Ed.), *Handbook of Research in Entrepreneurship Education Volume 1: A General Perspective* (pp. 261-284). Cheltenham: Edward Elgar Publishing Limited;

Santos, S.C., Neumeyer, X. and Morris, M.H., 2019. Entrepreneurship education in a poverty context: An empowerment perspective. *Journal of Small Business Management*, 57, pp.6- 32;

Gibb, A. (2002). In pursuit of a new enterprise and entrepreneurship paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 233-269;

Dudovskiy, J. (2018). Positivism - Research Methodology. Available from <https://research-methodology.net/research-philosophy/positivism/> [Accessed March 2022].

Gasse, Y., & Tremblay, M. (2006). Entrepreneurship education among students at a Canadian university: an extensive empirical study of students' entrepreneurial preferences and intentions. In A. Fayolle, & H. Klandt (Eds.), *International entrepreneurship education: issues and newness* (pp. 241-262). Cheltenham: Edward Elgar Publishing Limited.

Kirby, D. A. (2004). Entrepreneurship education: can business schools meet the challenge? *Education + Training*, Vol. 46 (Iss. 8/9), 510-519.

Blenker, P., & Christensen, R. P. (2010). Hunting the entrepreneurial expertise: entrepreneurs in education. In A. Fayolle (Ed.), *Handbook of Research in Entrepreneurship Education Volume 3: International Perspectives* (pp. 43-53). Cheltenham: Edward Elgar Publishing Limited.