DEVELOPING INNOVATIVE ENTREPRENEURSHIP THROUGH EDUCATIONAL TRANSFORMATION: ORGANIZATIONAL AND MANAGERIAL APPROACHES

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In the context of globalization and the digital economy, innovative entrepreneurship is becoming one of the most important strategic priorities for the development of every country. As new technologies, digital platforms, and startup ecosystems evolve, the principles of organizing and managing entrepreneurial activity are also undergoing fundamental changes. Under such conditions, not only financial and infrastructural factors but also the quality of human capital and the education system play a crucial role in the development of innovative entrepreneurship.

The adaptability of modern education models to the entrepreneurial environment, and their ability to foster innovative competencies, critical thinking, and technological skills, define the quality of future entrepreneurial personnel. Therefore, transforming the education system-from traditional methods to digital, modular, project-based, and interactive learning formats-is a key prerequisite for promoting innovative entrepreneurship.

In Uzbekistan, ongoing reforms in both education and entrepreneurship sectors require mutual integration and cooperation. Based on the principle “human capital is the driver of economic growth” training specialists with entrepreneurial potential and shaping them as creative thinkers adapted to the market economy is one of the most urgent tasks today.

The development of innovative entrepreneurship in the modern economy primarily depends on the system of training knowledgeable, highly capable, and market-oriented professionals. Therefore, the education system must be transformed in line with innovative processes. Educational transformation is not limited to the

implementation of technologies but also includes a fundamental revision of content, methodology, and organizational structures.

First and foremost, it is essential to align the content of education with the needs of the market economy and the entrepreneurial environment. This includes introducing subjects such as startup culture, innovation management, financial literacy, digital technologies, and design thinking into academic curricula. Such reforms help students develop entrepreneurial potential.

A second critical direction in educational transformation is the implementation of interactive, practice-oriented teaching methods. This requires organizing projects based on university–business cooperation, establishing incubation centers, entrepreneurship laboratories, and startup competitions. For example, universities such as Tashkent State University of Economics, Inha University, and Westminster International University in Tashkent are actively supporting student innovation through startup centers.

Digitalization in education, the integration of distance learning platforms, simulation technologies, and artificial intelligence-based tools are also among the key directions of transformation. These tools foster students' ability to learn entrepreneurial skills independently, adapt quickly, and develop creative solutions.

From a managerial perspective, decision-making processes within educational institutions should also be based on innovative management models. For instance, tools such as KPI (Key Performance Indicators), BSC (Balanced Scorecard), and data-driven management can be used to evaluate the effectiveness of educational processes and analyze students' involvement and outcomes in entrepreneurship.

Organizationally, independent modular curricula and triple helix collaboration models (university–business–government) should be used to create a robust entrepreneurial ecosystem within educational institutions. This model not only revitalizes education but also connects it directly with economic activity.

This table presents the core organizational and managerial approaches used to promote innovative entrepreneurship through the transformation of the education

system. Organizational approaches focus on shaping the educational environment, developing structures, and expanding digital infrastructure.

Table 1

Organizational and managerial approaches to developing innovative entrepreneurship through educational transformation

No.	**Approach name**	**Briefly description**
Organizational approach		
1	Incubation centers and startup spaces organization to do	Creating opportunities for students and young entrepreneurs to engage in innovation
2	Modular and adaptable education programs	Introducing subjects on innovation and entrepreneurship tailored to market needs
3	Triple Helix partnership model	Creating strategic cooperation among universities, businesses, and government
4	Digital infrastructure development	Creating modern environments via online platforms, distance learning, simulations
5	Academic and financial autonomy reinforcement	Enabling HEIs to make independent decisions and use internal resources effectively
Management approach		
1	KPI (key performance indicators) system	Evaluating educational and entrepreneurial outcomes through measurable indicators
2	Balanced Scorecard (BSC) model	Aligning strategic management with education, finance, innovation, and customer goals
3	Data-driven management (to data based management)	Aligning strategic management with education, finance, innovation, and customer goals
4	Project-based management (project management)	Managing entrepreneurship and education projects focused on results

5	Innovative dangers management	Identifying, assessing, and mitigating risks in education and entrepreneurship

In contrast, managerial approaches are aimed at decision-making, performance evaluation, and implementing effective management models. Each approach plays a critical role in preparing highly capable entrepreneurial professionals.

The conducted analysis confirms that the effective development of innovative entrepreneurship is directly dependent on the transformation of the education system in accordance with modern requirements. In the context of today's entrepreneurial activity, traditional education models no longer meet the demand for competitive, technologically literate, and creative professionals. Therefore, the structure of education must include modular, practice-oriented, digital, and interactive approaches, along with the creation of an incubation environment within educational institutions and enhanced collaboration with the business and government sectors.

From a management perspective, it is essential to introduce modern tools such as KPI, BSC, and data-driven management, ensure that decision-making processes are based on evidence and outcomes, and develop systems that account for innovation risks. This will not only improve the efficiency of education but also enhance students' entrepreneurial capabilities and practical success.

To foster innovative entrepreneurship, it is necessary to establish a dedicated startup infrastructure within higher education institutions. Incubation centers, startup laboratories, and acceleration programs should be implemented for students and young entrepreneurs. Curricula must be revised to include core modules on innovation, digital technologies, entrepreneurship, design thinking, and financial literacy, which contribute to forming practical entrepreneurial skills.

To reinforce cooperation between universities, businesses, and government, it is recommended to implement joint projects under the Triple Helix model, with dedicated funding mechanisms. These partnerships will help align educational processes with market needs.

Moreover, mechanisms for evaluating educational performance should be improved through the introduction of KPI and BSC models, enabling both students and teachers to focus on measurable results. Decision-making systems should be modernized through the development of data-driven management practices that ensure all assessments and evaluations are based on real-time information.