

# MUHANDISLIK

## & IQTISODIYOT

# №4

ijtimoiy-iqtisodiy, innovatsion texnik,  
fan va ta'limga oid ilmiy-amaliy jurnal

# 2026 APREL



Milliy nashrlar

OAK: <https://oak.uz/pages/4802>

05.00.00 - Texnika fanlari  
08.00.00 - Iqtisodiyot fanlar



Google Scholar

OPEN ACCESS

ULRICHSWEB™  
GLOBAL SERIALS DIRECTORY

Academic Resource Index  
ResearchBib

ISSN INTERNATIONAL STANDARD SERIAL NUMBER INTERNATIONAL CENTRE

CYBERLENINKA

OpenAIRE

ROAD

INDEX COPERNICUS INTERNATIONAL

BASE

Crossref

НАУЧНАЯ ЭЛЕКТРОННАЯ БИБЛИОТЕКА LIBRARY.RU



ISSN: 3060-463X

РЭУ.РФ  
РОССИЙСКИЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ  
ИМЕНИ Г.В. ПЛЕХАНОВА  
ТАШКЕНТСКИЙ ФИЛИАЛ



# **muhandislik** **& iqtisodiyot**

ijtimoiy-iqtisodiy, innovatsion texnik,  
fan va ta'limga oid ilmiy-amaliy jurnal

Elektron nashr, 2026-yil, aprel.

## **Bosh muharrir:**

**Zokirova Nodira Kalandarovna**, iqtisodiyot fanlari doktori, DSc, professor

## **Bosh muharrir o'rinbosari:**

**Shakarov Zafar G'afrovich**, iqtisodiyot fanlari bo'yicha falsafa doktori, PhD, dotsent

## **Tahrir hay'ati:**

**Abduraxmanov Kalendar Xodjayevich**, O'z FA akademigi, iqtisodiyot fanlari doktori, professor

**Sharipov Kongratbay Avezimbetovich**, texnika fanlari doktori, professor

**Maxkamov Baxtiyor Shuxratovich**, iqtisodiyot fanlari doktori, professor

**Abduraxmanova Gulnora Kalandarovna**, iqtisodiyot fanlari doktori, professor

**Shaumarov Said Sanatovich**, texnika fanlari doktori, professor

**Turayev Bahodir Xatamovich**, iqtisodiyot fanlari doktori, professor

**Nasimov Dilmurod Abdulloyevich**, iqtisodiyot fanlari doktori, professor

**Allayeva Gulchexra Jalgasovna**, iqtisodiyot fanlari doktori, professor

**Arabov Nurali Uralovich**, iqtisodiyot fanlari doktori, professor

**Maxmudov Odiljon Xolmirzayevich**, iqtisodiyot fanlari doktori, professor

**Xamrayeva Sayyora Nasimovna**, iqtisodiyot fanlari doktori, professor

**Bobonazarova Jamila Xolmurodovna**, iqtisodiyot fanlari doktori, professor

**Irmatova Aziza Baxromovna**, iqtisodiyot fanlari doktori, professor

**Bo'taboyev Mahammadjon To'ychiyevich**, iqtisodiyot fanlari doktori, professor

**Shamshiyeva Nargizaxon Nosirxuja kizi**, iqtisodiyot fanlari doktori, professor,

**Xolmuxamedov Muhsinjon Murodullayevich**, iqtisodiyot fanlari nomzodi, dotsent

**Xodjayeva Nodiraxon Abdurashidovna**, iqtisodiyot fanlari nomzodi, dotsent

**Amanov Otabek Amankulovich**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent

**Toxirov Jaloliddin Ochil o'g'li**, texnika fanlari bo'yicha falsafa doktori (PhD)

**Qurbonov Samandar Pulatovich**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Zikriyoyev Aziz Sadulloyevich**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Tabayev Azamat Zaripbayevich**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Sxay Lana Aleksandrovna**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent

**Ismoilova Gulnora Fayzullayevna**, iqtisodiyot fanlari nomzodi, dotsent

**Djumaniyazov Umrbek Ilxamovich**, iqtisodiyot fanlari nomzodi, dotsent

**Kasimova Nargiza Sabitdjanovna**, iqtisodiyot fanlari nomzodi, dotsent

**Kalanova Moxigul Baxritdinovna**, dotsent

**Ashurzoda Luiza Muxtarovna**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Sharipov Sardor Begmaxmat o'g'li**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Tursunov Ulug'bek Sativoldiyevich**, iqtisodiyot fanlari doktori (DSc), dotsent

**Bauyetdinov Majit Janizaqovich**, Toshkent davlat iqtisodiyot universiteti dotsenti, PhD

**Botirov Bozorbek Musurmon o'g'li**, Texnika fanlari bo'yicha falsafa doktori (PhD)

**Sultonov Shavkatjon Abdullayevich**, Kimyo fanlari doktori, (DSc)

**Jo'raeva Malohat Muhammadovna**, filologiya fanlari doktori (DSc), professor.

**Yusupov Maxamadamin Abduxamidovich**, iqtisodiyot fanlari nomzodi (DSc), professor

**Kalonova Moxigul Baxritdinovna**, iqtisodiyot fanlari nomzodi (PhD), dotsent

**Mirzayev Kulmamat Djanzakovich**, iqtisodiyot fanlari nomzodi (DSc), professor.

**Karimova Nilufar Sadirdin qizi**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Norboyev Odil Abrayevich**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent

**Nasimov Dilmurod Abdulloyevich**, iqtisodiyot fanlari doktori (DSc), professor

**Mirzayev Kulmamat Djanzakovich**, iqtisodiyot fanlari doktori (DSc), professor

**Karimova Nilufar Sadirdin qizi**, iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

**Pardaev Umidjon Uralovich**, iqtisodiyot fanlari doktori (DSc), professor

# muhandislik & iqtisodiyot

ijtimoiy-iqtisodiy, innovatsion texnik,  
fan va ta'limga oid ilmiy-amaliy jurnal

- 05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi  
05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari  
05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash  
05.01.03 – Informatikaning nazariy asoslari  
05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti  
05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi  
05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari  
05.01.07 – Matematik modellashtirish  
05.01.11 – Raqamli texnologiyalar va sun'iy intellekt  
05.02.00 – Mashinasozlik va mashinashunoslik  
05.02.08 – Yer usti majmualari va uchish apparatlari  
05.03.02 – Metrologiya va metrologiya ta'minoti  
05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash  
05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi  
05.05.05 – Issiqlik texnikasining nazariy asoslari  
05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari  
05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi  
05.08.03 – Temir yo'l transportini ishlatish  
05.08.06 – "G'ildirakli va gusenisali mashinalar va ularni ishlatish" (texnika fanlari)  
05.09.01 – Qurilish konstruksiyalari, bino va inshootlar  
05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari  
10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik  
10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti  
08.00.01 – Iqtisodiyot nazariyasi  
08.00.02 – Makroiqtisodiyot  
08.00.03 – Sanoat iqtisodiyoti  
08.00.04 – Qishloq xo'jaligi iqtisodiyoti  
08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti  
08.00.06 – Ekonometrika va statistika  
08.00.07 – Moliya, pul muomalasi va kredit  
08.00.08 – Buxgalteriya hisobi, iqtisodiy tahlil va audit  
08.00.09 – Jahon iqtisodiyoti  
08.00.10 – Demografiya. Mehnat iqtisodiyoti  
08.00.11 – Marketing  
08.00.12 – Mintaqaviy iqtisodiyot  
08.00.13 – Menejment  
08.00.14 – Iqtisodiyotda axborot tizimlari va texnologiyalari  
08.00.15 – Tadbirkorlik va kichik biznes iqtisodiyoti  
08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya  
08.00.17 – Turizm va mehmonxona faoliyati

Ma'lumot uchun, OAK  
Rayosatining 2024-yil 28-avgustdagi 360/5-son qarori bilan "Dissertatsiyalar asosiy ilmiy natijalarini chop etishga tavsiya etilgan milliy ilmiy nashrlar ro'yxati"ga texnika va iqtisodiyot fanlari bo'yicha "Muhandislik va iqtisodiyot" jurnali ro'yxatga kiritilgan.

**Muassis:** "Tadbirkor va ishbilarmon" MChJ

**Hamkorlarimiz:**

1. Toshkent shahridagi G.V.Plexanov nomidagi Rossiya iqtisodiyot universiteti
2. Toshkent davlat iqtisodiyot universiteti
3. Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash muhandislari instituti" milliy tadqiqot universiteti
4. Islom Karimov nomidagi Toshkent davlat texnika universiteti
5. Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti
6. Toshkent davlat transport universiteti
7. Toshkent arxitektura-qurilish universiteti
8. Toshkent kimyo-texnologiya universiteti
9. Jizzax politexnika instituti



# MUNDARIJA

|  |    |
|--|----|
| STRATEGIC INTEGRATION OF BUSINESS PLANNING AND FORECASTING IN INDUSTRIAL ENTERPRISES.....  | 11 |
| <b>Sharipov K.A., Ismatullayev T.R.</b>  |    |
| ВКЛАД БАНКОВСКОЙ СИСТЕМЫ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ РАЗВИТИЕ МАХАЛЛЕЙ РЕСПУБЛИКИ КАРАКАЛПАКСТАН: МЕХАНИЗМЫ, ДИНАМИКА И СТРАТЕГИЧЕСКИЕ ОРИЕНТИРЫ ..... | 21 |
| <b>Бабаназарова Гульзар Зиуатдиновна</b>   |    |
| BUDJET TASHKILOTLARIDA XARAJATLARNI REJALASHTIRISH VA MOLIYAVIY NAZORATNI TASHKIL ETISH.....   | 27 |
| <b>Karayev Payzillaxon Yusufxonovich</b>   |    |
| FERMER XO'JALIKLARINI MOLIYAVIY QO'LLAB-QUVVATLASHDA SUBSIDIYA AMALIYOTINI TAKOMILLASHTIRISH.....  | 32 |
| <b>Xakimov Zafar Ibragimovich</b>  |    |
| IQTISODIY O'SISHGA ERISHISHDA DAVLAT INNOVATSION VA INVESTITSION SIYOSATINING O'RNI .....  | 38 |
| <b>Xaydarova Yorqinoy Asqar qizi</b>   |    |
| QURILISH SANOATIDA KORXONALARNI MOLIYALASHTIRISHNING NAZARIY KONSEPSIYALARI VA ZAMONAVIY YONDASHUVLARI.....  | 44 |
| <b>Igitov Jurabek Kuzibekovich</b>   |    |
| ОСОБЕННОСТИ ВЫБОРА СТРАТЕГИИ РАЗВИТИЯ ПРЕДПРИЯТИЙ МЕТАЛЛУРГИЧЕСКОГО КОМПЛЕКСА .....  | 50 |
| <b>Абдуллаева Матлуба Нематовна, Акбарова Муфаррах Мухитдиновна</b>  |    |
| СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ КОМПАЕНС-КОНТРОЛЯ В КОМПАНИЯХ С ГОСУДАРСТВЕННЫМ УЧАСТИЕМ В УЗБЕКИСТАНЕ .....   | 56 |
| <b>Халтурдиев Айтмурат Маратович</b>   |    |
| O'ZBEKISTONDA RAQAMLI IQTISODIYOTNING ICHKI BELGILARI .....  | 64 |
| <b>Saatova Lolaxon Ergashevna</b>  |    |
| INNOVATSION YONDASHUVLAR ASOSIDA OZIQ-OVQAT KORXONALARIDA RAQOBATBARDOSHLIKNI OSHIRISH MEKANIZMLARI .....  | 71 |
| <b>Pulatov Abdullo</b>   |    |
| MAJBURIY IJRO ETISH CHORALARINI TAKOMILLASHTIRISH: MILLIY VA XORIJIY TAJRIBA.....  | 76 |
| <b>Axmedov Zafarjon Zokirjon</b>   |    |
| МОДЕЛЬ ИНТЕГРИРОВАННОЙ СИСТЕМЫ ESG-ТРАНСФОРМАЦИИ И ЭКОНОМИЧЕСКИЕ МЕХАНИЗМЫ ЕЁ РЕАЛИЗАЦИИ НА ПРЕДПРИЯТИИ ПО ПРОИЗВОДСТВУ ПОЛИМЕРНОЙ УПАКОВКИ .....    | 80 |
| <b>Ташпулатов Дильмурад Рустамович</b>   |    |
| KORPORATIV KORXONALARDA KAPITALNI BYUDJETLASHTIRISH JARAYONINI TAKOMILLASHTIRISH YO'LLARI.....   | 85 |
| <b>Latipova Shaxnoza Maxmudovna</b>  |    |
| INNOVATSION MENEJMENTDA KOMMUNIKATSIYA VA TASHKILY MOSLASHUVCHANLIKNING ROLI: O'ZBEKISTON SHAROITI MISOLIDA .....                                    | 92 |
| <b>Atamatov Abdusalil Salomovich</b>   |    |
| QAYTA TIKLANUVCHI ENERGIYA MANBALARINING AHAMIYATI VA UNING SALOHİYATINI BELGILOVCHI OMILLAR .....   | 97 |
| <b>Qodirov Baxodir Tursunovich, To'rayev Qaxramon Zokirjonovich</b>  |    |



|   |     |
|---|-----|
| NAMANGAN VILOYATIDA AYOLLAR TADBIRKORLIK FAOLIYATINI RIVOJLANTIRISHDA<br>TADBIRKORLIK MUHITINI BAHOLASH .....   | 103 |
| <b>Raximova Moxigul Isroiljonovna</b>   |     |
| O‘ZBEKISTON IQTISODIYOTIGA TO‘G‘RIDAN-TO‘G‘RI XORIJIY INVESTITSİYALARNI JALB<br>ETISH BILAN BOG‘LIQ MUAMMOLAR VA ULARNI BARTARAF ETISH YO‘LLARI ..... | 107 |
| <b>Davitova Shaxzoda Doniyor qizi</b>   |     |
| ANALYSIS OF THE FORMATION OF MARKET DEMAND AND THE ESTABLISHMENT<br>OF EQUILIBRIUM IN A MARKET ECONOMY .....  | 112 |
| <b>Kamilova Nargiza</b>   |     |
| BO‘LAJAK FIZIKA O‘QITUVCHILARINI NANOTEXNOLOGIYA SOHASIDAGI BILIMLARNI TAQDIM<br>ETISHGA VA O‘QITISHGA TAYYORLASH METODIKASI .....                    | 115 |
| <b>Sottarov Abduvali Umirqulovich</b>   |     |
| INTEGRATING AI INTO STRATEGIC MANAGEMENT IN HIGHER EDUCATION<br>INSTITUTIONS .....  | 120 |
| <b>Uktamova Durdona Bakhtiyor qizi, Sultonali Umaraliyevich Mekhmonov</b>   |     |



# INTEGRATING AI INTO STRATEGIC MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

## Uktamova Durdona Bakhtiyor qizi

Acting Dean

TSUE-IMC UAS Krems International Double Degree Programme Faculty

Independent Researcher

Tashkent State University of Economics

Email: [uktamovadurdona98@gmail.com](mailto:uktamovadurdona98@gmail.com)

ORCID: [0009-0001-8140-6349](https://orcid.org/0009-0001-8140-6349)

Scientific Supervisor:

## Sultonali Umaraliyevich Mekhmonov

First Vice-Rector for Academic Affairs, Tashkent State University of Economics

Doctor of Economic Sciences, Professor

**Abstract.** The rapid diffusion of artificial intelligence (AI) and the growing influence of global ranking systems such as QS World University Rankings and Times Higher Education World University Rankings are transforming strategic management practices in higher education institutions. This article develops an AI-enabled strategic management model that links key AI use cases—including forecasting, resource allocation, and research strategy—to ranking-relevant performance mechanisms, supported by international case studies demonstrating measurable institutional outcomes. Focusing on Uzbekistan, the study identifies regulatory constraints and policy opportunities, proposing a phased implementation roadmap (2026–2029) with governance safeguards and scenario-based planning tools to enhance institutional competitiveness.

**Keywords:** artificial intelligence; strategic management; higher education institutions; university governance; predictive analytics; scenario planning; QS ranking; THE ranking; Uzbekistan.

**Annotatsiya.** Sun'iy intellekt (AI) texnologiyalarining tez sur'atlarda rivojlanishi hamda QS World University Rankings va Times Higher Education World University Rankings kabi xalqaro reyting tizimlarining ta'siri oliy ta'lim muassasalarida strategik boshqaruvni tubdan o'zgartirmoqda. Mazkur maqolada prognozlash, resurslarni taqsimlash va ilmiy faoliyatni boshqarish kabi yo'nalishlarda AI'dan foydalanishni reyting ko'rsatkichlari bilan bog'lovchi model ishlab chiqilib, xalqaro tajribalar asosida uning samaradorligi asoslab beriladi. O'zbekiston misolida mavjud huquqiy cheklolvar va imkoniyatlar tahlil qilinib, 2026–2029-yillar uchun bosqichma-bosqich joriy etish yo'l xaritasi taklif etiladi.

**Kalit so'zlar:** sun'iy intellekt; strategik boshqaruv; oliy ta'lim; prognozlash; ssenariy rejalashtirish; universitet reytinglari; QS; THE; O'zbekiston.

**Аннотация.** Стремительное развитие технологий искусственного интеллекта (AI) и усиливающееся влияние глобальных рейтингов, таких как QS World University Rankings и Times Higher Education World University Rankings, трансформируют стратегическое управление в высших учебных заведениях. В статье предлагается модель стратегического управления на основе AI, связывающая ключевые направления его применения с показателями международных рейтингов и подтверждённая результатами международных кейсов. На примере Узбекистана анализируются нормативные ограничения и возможности, а также предлагается поэтапная дорожная карта внедрения на 2026–2029 годы с учётом механизмов управления рисками и стратегического планирования.

**Ключевые слова:** искусственный интеллект; стратегический менеджмент; высшее образование; университетское управление; аналитика; QS; THE; Узбекистан.



## INTRODUCTION

Global university rankings increasingly shape strategic priorities by translating institutional performance into weighted indicator systems. In the QS World University Rankings, the 2026-era methodology places substantial weight on academic reputation (30%) and citations per faculty (20%), while also weighting employability, global engagement (including international research network), learning experience (faculty–student ratio), and sustainability [1]. The THE World University Rankings 2026 methodology operationalizes five pillars (teaching, research environment, research quality, international outlook, industry) through 18 metrics with explicit weights—e.g., research reputation (18%) and citation impact (15%)—yielding a quantifiable, comparable strategic “scorecard” for research-intensive universities [2].

These ranking systems rely on large-scale bibliometric and survey infrastructures; for example, QS specifies distinct paper and citation datasets with multi-year windows for research-related indicators, creating a temporal lag between strategic change and measured outcomes [3]. As a result, universities face a managerial challenge: decisions about hiring, program portfolios, international partnerships, research investment, and student services must be planned under uncertainty while aligning with externally visible performance metrics.

Artificial intelligence (AI)—understood in Uzbekistan’s legal framing as a “complex of technological solutions” enabling imitation of human cognitive functions, including self-learning and solution search—adds a new layer to strategic management by expanding the scale and speed of analysis, pattern detection, and scenario generation [10]. Yet AI adoption in higher education must be consistent with governance requirements, particularly those involving personal data protection and safeguards against fully automated legally significant decision-making. Uzbekistan’s personal data law establishes the legal basis for regulating personal data processing [9]. In 2026, Uzbekistan introduced additional legal provisions relating to AI and administrative liability for unlawful personal-data processing using AI, and stipulated that legally significant decisions related to rights and freedoms must not rely solely on AI system conclusions [10–11].

The Uzbekistan context is especially salient because the higher education system has expanded rapidly in institutional count and enrollment. Official statistics report that the number of operating HEIs rose from 127 (2020/2021) to 222 (2024/2025), while total students increased from 571.5 thousand to 1,432.8 thousand over the same period [4]. Governance reforms have also emphasized strategic development and international ranking performance: Uzbekistan’s presidential resolution on financial autonomy assigns supervisory boards the authority to approve strategic development programs and set targeted measures to achieve high positions in internationally recognized rankings [5]. Complementing this, Uzbekistan’s broader higher education development concept to 2030 provides a formal policy horizon for system modernization and positioning [6].

Digital infrastructure initiatives further create an opening for AI-enabled strategic management. Government reporting indicates that a unified edu.uz digital ecosystem for higher and professional education, science and innovation was planned for launch in 2025, emphasizing inter-system integration and the creation of a unified “DATAHUB.” [7]. At the national level, the AI Development Strategy to 2030 (PQ-358) sets target indicators such as scaling AI-based software products and services to USD 1.5 billion, increasing AI-based services on the unified portal, expanding AI laboratories, launching high-performance computing capacity, and training qualified AI specialists up to 1,000 by 2030; it also includes a financing mechanism (a USD 50 million interest-free credit) and big-data governance provisions [8].

Against this backdrop, the central research problem is: How can higher education institutions integrate AI into strategic management in a way that is measurable, legally compliant, and aligned with QS/THE performance mechanisms—while improving internal governance quality and national system objectives in Uzbekistan?

This paper contributes by (i) synthesizing peer-reviewed strategic AI decision-making frameworks into a higher-education-adapted model; (ii) mapping strategic tasks to AI methods and to QS/THE indicators; (iii) presenting international university case studies with explicit mechanisms linking AI initiatives to ranking-relevant pathways; and (iv) offering a phased roadmap for Uzbekistan that integrates policy constraints, infrastructure realities, and responsible actors.

## REVIEW OF LITERATURE ON THE SUBJECT

Recent strategic management research suggests that modern AI systems—particularly large language models and related methods—can augment key cognitive processes in strategic decision-making, including search, representation, and aggregation, and can perform strategic generation and evaluation at a level comparable to domain practitioners in certain contexts [12]. Within management scholarship, the “automation–augmentation paradox” argues that augmentation and automation are interdependent and generate tensions; overstressing one logic can create reinforcing cycles with negative organizational consequences, highlighting the need for explicit governance and balanced deployment strategies [13]. This perspective is directly

relevant to universities, where strategic decisions combine value-laden missions (teaching, research, societal contribution) with resource constraints and external accountability.

A complementary governance lens is offered by human–AI decision-structure research that specifies how AI-based recommendations can be combined with managerial judgment via delegation, hybrid sequential decision-making, or aggregated human–AI decision models [14]. Such frameworks align with higher education governance realities: universities are pluralistic organizations with distributed authority (rectorates, deans, senates, supervisory boards) and require decision traceability, stakeholder legitimacy, and procedural fairness.

The human–AI collaboration literature further argues that AI's value in decision-making often stems from complementarity: AI can process and generate options at scale, while humans interpret, contextualize, and manage ambiguity under uncertainty [15]. For universities, this implies that AI should be designed less as a replacement for governance bodies and more as a structured “analysis layer” feeding transparent strategic deliberation.

Evidence on AI in higher education has expanded across learning analytics, administrative decision support, and institutional systems. A systematic review of AI applications in higher education indicates that AI is used not only in teaching/learning but also at institutional and administrative levels, including monitoring academic progress and guiding interventions [16].

Digital transformation research in higher education emphasizes that strategy must guide technology adoption; competitive advantages and institutional performance improvements depend on coherent digital strategy models rather than isolated projects [17]. This is important for AI, which often fails when introduced as a technology-first initiative without data governance, process redesign, capability building, and accountability systems.

In parallel, strategic planning scholarship in higher education suggests that effectiveness depends on process characteristics and stakeholder involvement. Empirical evidence from European universities highlights how strategic planning processes and participation shape perceived effectiveness [18]. For AI integration, these findings imply that implementation must reinforce inclusive governance, define roles, and avoid “black box” strategic choices that undermine buy-in.

QS and THE operate as de facto external performance measurement frameworks. The QS methodology documents how indicators are weighted and updated, and how data collection includes surveys and institutional submissions, thereby shaping managerial incentives and reporting practices [1]. THE explicitly publishes pillar/metric weights and describes the standardization approach (including Z-scoring for many metrics), which indicates that institutional strategy can be operationalized as measurable improvements in specific metrics (e.g., citations, research productivity, international co-authorship) [2].

From a strategic management perspective, rankings can be treated as proxy scorecards: they do not fully capture educational value but influence resource allocation, stakeholder perceptions, and competitive positioning. This paper therefore uses rankings not as the sole objective, but as an external measurement constraint that must be ethically managed.

## RESEARCH METHODOLOGY

The study uses a structured synthesis approach combining (i) peer-reviewed literature on AI and strategic decision-making, (ii) official ranking methodology documentation (QS/THE), (iii) official university reports and peer-reviewed case publications, and (iv) Uzbekistan government and statistics sources for policy and system-state analysis. The mapping between AI initiatives and QS/THE indicators is developed through a “mechanism-based logic model,” whereby each AI intervention is linked to a causal pathway affecting one or more ranking-relevant metrics.

Two analytical constructs are introduced for planning purposes:

1. AI-Augmented Strategic Management Cycle (AISMC). A staged governance model integrating data, AI models, human deliberation, and monitoring.

2. Proxy Indices (illustrative): QS-PI and THE-PI. Weighted composite indices built from published QS and THE indicator weights to support scenario planning, not to replicate official rankings.

This paper explicitly distinguishes official facts (from QS/THE, universities, and government sources) from illustrative estimates (scenario calculations). The main assumptions are:

- The proxy indices (QS-PI, THE-PI) treat QS/THE indicator weights as linear weights on normalized 0–100 scores; this is an approximation because official methodologies can involve normalization and distribution-based scoring [1–2].

- Baseline indicator scores used for scenarios represent a hypothetical “emerging Uzbek public university” with moderate teaching capacity and early-stage internationalization; where institutional sizes and finances are unspecified, values are chosen for transparency and modifiability.



- Case studies are interpreted via plausible linkage mechanisms between AI initiatives and ranking-related indicators; where universities do not claim direct ranking causality, the paper does not assert one, but indicates pathways consistent with QS/THE indicator definitions.
- Uzbekistan roadmap timelines assume that national digital ecosystem integration (edu.uz/DATAHUB direction) and AI strategy implementation frameworks remain active through 2026–2029 as described in official programs; adjustments may be required if regulations or institutional mandates change [7–8]. [22]

## ANALYSIS AND RESULTS

Figure 1 shows an end-to-end AI-assisted strategic decision workflow designed to comply with the 2026 legal requirement for human decision-making in rights-affecting contexts (Figure 1).

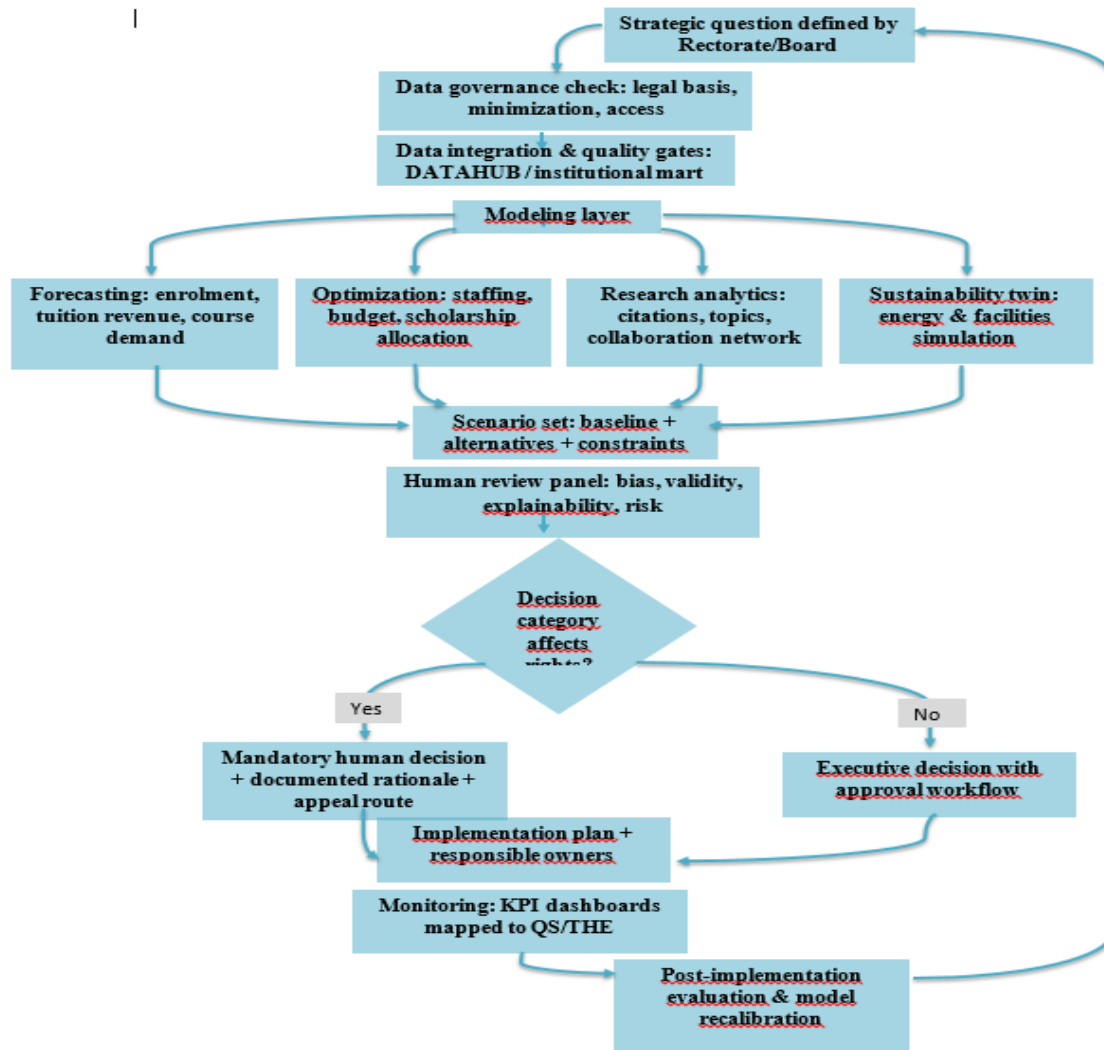


Figure 1. AI-assisted strategic decision workflow with human oversight (conceptual)

This cycle operationalizes key insights from human–AI decision-structure research: AI outputs are positioned as decision inputs that must pass through structured human governance, especially where decisions have rights implications [14–15].

Table 1 aligns strategic management tasks with AI methods and QS/THE indicators. The mapping uses official indicator definitions: for example, QS International Research Network evaluates sustained international research partnerships using Scopus data and specifies that “sustained partnerships” require at least three joint papers over five years [19]. QS also describes citations-related processing windows (paper count over five years; citations count for six years for papers published over a five-year period), affecting how quickly strategic research initiatives translate into visible performance (Table 1) [3].

Table 1. Strategic tasks → AI methods → QS/THE indicator pathways

| <b>Strategic management task</b>         | <b>AI tools &amp; methods (illustrative)</b>                                       | <b>Decision outputs</b>  | <b>QS indicators most plausibly affected</b>   | <b>THE metrics most plausibly affected</b>   |
|--|--|--|--|--|
| Forecasting enrollment and demand        | Time-series forecasting; causal inference; Bayesian models                         | Intake targets; program capacity; scholarship offers                 | International Student Ratio; Faculty Student Ratio (via capacity planning); Employment Outcomes (long-run) [1] | International Students; Student Staff Ratio; Institutional Income (indirect) [2]                       |
| Scenario planning & risk management      | LLM-assisted scenario generation; Monte Carlo simulation; system dynamics          | Contingency plans; “no regret” actions; risk register                | Academic Reputation (via visible resilience initiatives); Sustainability [1]                                   | Teaching reputation; Research reputation; Institutional income (stability) [2]                         |
| Resource allocation & budgeting          | Optimization (linear/integer); reinforcement learning; portfolio optimization      | Budget allocation; hiring plans; facility utilization                | Faculty Student Ratio; Sustainability; Citations per Faculty (via targeted investment) [1]                     | Student Staff Ratio; Research income; Industry income; Patents [2]                                     |
| Student recruitment & communications     | NLP segmentation; lead scoring; chatbots; personalization engines                  | Conversion uplift; diversified international pipeline                | International Student Ratio; Employer Reputation (brand link) [1]  | International Students; Teaching reputation (perception pathway) [2]                                   |
| Student success and retention            | Predictive analytics; early-warning systems; recommender interventions             | Risk flags; targeted advising; course planning                       | Faculty Student Ratio (effective advising capacity); Academic Reputation (long-run) [1]                        | Teaching-related metrics (reputation + student/staff; outcomes pathways) [2]                           |
| Research strategy & field prioritization | Bibliometrics; topic modeling; grant success prediction; research knowledge graphs | Priority fields; collaboration targets; publication strategy support | Citations per Faculty; Academic Reputation; International Research Network [1, 19]                             | Citation impact; Research excellence/influence; Research productivity; International co-authorship [2] |
| International partnership strategy       | Network analytics; link prediction; co-authorship graph optimization               | Partner shortlist; MoU sequencing; co-funded calls                   | International Research Network (diversity/sustained partnerships) [19]   | International co-authorship [2]  |
| Sustainability and campus operations     | Digital twins; IoT analytics; energy forecasting                                   | Emissions cuts; resource efficiency; ESG reporting                   | Sustainability indicator / sustainability lens [20]  | Industry income (efficiency enabling reinvestment, indirect) [2]                                       |

QS indicator weights and definitions are as published in QS documentation; THE metric weights follow the 2026 methodology [1–2].

Table 2 provides six institutional case studies. Importantly, the linkage to QS/THE is expressed as a mechanism, not as a claim that rankings were directly caused by AI projects (Table 2).



Table 2. International university case studies of AI in strategic management

| University (country)                           | AI initiative and dates   | Reported outcomes (official/peer-reviewed)   | Strategic decision domain                                  | QS/THE indicator linkage (mechanism)  |
|--|---|--|--|---|
| Georgia State University (US)                  | Predictive analytics in advising; results reported after multi-year use (program initiated earlier; outcomes reported based on >4 years of use)                                 | Four-year graduation rates improved by 7 percentage points; reduced time to degree (> half a semester); reported financial effects of improved retention/revenue [21]  | Student success; retention; resource targeting             | Teaching reputation and outcomes pathways (THE Teaching reputation; QS Academic Reputation long-run) via improved outcomes and stakeholder perception; resource efficiency enables reinvestment in staff ratios (indirect).     |
| University of Central Florida (US)             | Predictive analytics dashboards; ML algorithms for retention and 4-year graduation; coupled with degree mapping and course forecasting (documented in 2024 accountability plan) | Reported improved retention (92%) and graduation gains: 4-year graduation improved from 46% to 54% over 5 years; approach described as "high tech, high touch." [22]   | Forecasting; coordinated care; capacity planning           | THE Student Staff Ratio and Teaching reputation pathway through improved completion and student experience; QS Faculty Student Ratio indirectly via capacity and advising optimization.   |
| Manchester Metropolitan University (UK)        | Enhanced student engagement dashboard using predictive analytics (reported in 2023/24 annual report)  | Dashboard intended to detect leading indicators (attendance, non-submission, failed assessments) and "use predictive analytics" to support personalized tutor interventions [23]   | Student engagement strategy; risk monitoring               | Teaching and student experience pathways (THE Teaching reputation; internal metrics that can influence reputation surveys); early-risk mitigation supports progression measures (indirect).                                     |
| The Open University (UK)                       | OU Analyse predictive modeling (2013 onward); large-scale predictive learning analytics implementations (peer-reviewed and internal reports)                                    | Peer-reviewed work demonstrates prediction of at-risk students using VLE activity and other data [24] Large-scale implementation research documents ML models, teacher use, and institutional objective to improve retention/completion [25] | Learning analytics; institutional student support strategy | Teaching outcomes and reputation pathways (THE teaching); internal efficiency supports staff allocation; also strengthens data maturity needed for broader strategic AI.  |
| Hong Kong University of Science and Technology | Research-network analytics framed explicitly through QS IRN lens (2026 institutional guidance)  | HKUST reports that during 2019–2023 assessment period, 74.7% of publications involved international partners and discusses network diversity vs. volume, explicitly linking to QS IRN [26]   | Research collaboration strategy; ranking-aligned analytics | Direct conceptual alignment with QS International Research Network indicator, which measures sustained international partnerships and network diversity [19] Also aligns with THE international co-authorship metric (2.5%) [2] |
| Universidad Politécnica de Madrid[36]          | Campus digital twin (Urban Science 2024) including energy/sustainability simulations and operational data   | Digital twin used to simulate solar radiation on roofs (2023), estimate potential electricity production; includes resource consumption attributes and supports scenario simulation for planning [27]  | Resource allocation; sustainability; capital planning      | Strong relevance to QS Sustainability lens/indicator, which includes environmental and governance measures and is incorporated into QS WUR [20]   |

A high-risk area in practice is “ranking improvement,” because it can incentivize metric gaming. This paper frames ranking-aligned AI as research strategy intelligence: enhancing genuine research quality, collaboration breadth, and impact—consistent with published indicator definitions.

QS’s IRN indicator emphasizes sustained partnerships ( $\geq 3$  joint papers in five years) and network diversity, suggesting an optimization problem: expand partner diversity while ensuring repeat collaboration, subject to disciplinary and capacity constraints [19]. THE international co-authorship and citations-related metrics similarly reward broad and impactful scholarly networks [2].

Uzbekistan’s higher education system has expanded sharply: operating HEIs increased from 127 to 222 between 2020/2021 and 2024/2025, and student enrollment rose to 1.4328 million by 2024/2025 [4]. [40] Rapid scaling creates strategic management demands in forecasting (capacity planning), resource allocation (faculty hiring, budget), quality assurance, and digital governance. It also increases the value of AI tools that can reduce coordination costs and improve decision timeliness—provided data integration is mature.

Uzbekistan’s financial autonomy reforms explicitly embed strategic planning and international ranking goals at the governance level: supervisory boards are tasked to approve long- and medium-term strategic development programs and define measures for high positions in internationally recognized rankings, and related KPI systems are referenced [5]. [9] This is a structural enabler for AI-enabled strategic management because it legitimizes performance dashboards, scenario planning, and evidence-driven resource allocation as governance functions.

The broader “Concept for development of the higher education system until 2030” provides a policy umbrella for long-term reforms [6]. [10] While this document is broader than AI, in practice it supports institutional transformation agendas into which AI can be embedded as a method rather than a standalone project.

Government communications describe planned deployment of a unified edu.uz digital ecosystem in higher and professional education, science and innovation (planned for 2025), emphasizing integration among information systems and the creation of a unified “DATAHUB,” alongside development of new information systems [7]. [11] This direction is strategically aligned with AI requirements because AI in strategic management depends on integrated, high-quality administrative and academic data (student information systems, HR, finance, research outputs).

The AI strategy (PQ-358) sets quantified targets and includes governance provisions highly relevant to higher education:

- AI-based products/services target of USD 1.5 billion and expansion of AI-based services to 10% on the unified portal [8]. [41]
- Expansion of AI laboratories and deployment of high-performance computing servers, and targets for trained AI specialists rising to 1,000 by 2030 [8]. [42]
- Financing commitment: a USD 50 million interest-free credit to support AI development (with specified terms), and requirements for ministries/agencies to provide data for “big data” creation while complying with personal data legislation and anonymizing data [8]. [43]

These provisions jointly indicate that AI capability building (compute, labs, training) and data governance are intended as national infrastructure, which universities can leverage.

Two legal constraints are decisive for AI in higher education strategic management:

- Personal data processing obligations under the law “On personal data,” including applicability to personal-data processing using information technologies [9].
- AI regulation and safeguards (2026): additional legal provisions define AI at the statutory level and establish administrative liability for unlawful processing of personal data using AI [10]. A government explanation further clarifies the prohibition on relying solely on AI conclusions when making legally significant decisions related to rights and freedoms [11].

For Uzbekistan HEIs, this means: AI may support admissions policy, scholarship allocation models, staff evaluation analytics, or disciplinary risk detection only if human decision authority, documentation, and appeal procedures remain in place for decisions that have rights implications.

Table 3 summarizes readiness dimensions and milestones. The roadmap operationalizes: (i) governance alignment with PP-61 supervisory board responsibilities; (ii) data infrastructure alignment with edu.uz/DATAHUB direction; (iii) AI strategy alignment with PQ-358 resources and taoddiy rgets; and (iv) legal compliance with personal data and AI decision safeguards (Table 3) [5,7–11].



Table 3. Uzbekistan HEI readiness and roadmap milestones (2026–2029)

| <b>Readiness dimension</b> | <b>Current-state signals (official)</b>   | <b>Key risks</b>                                       | <b>Milestones (deliverables)</b>   | <b>Responsible actors (lead → support)</b>   |
|----------------------------|---|--|--|--|
| Governance & strategy      | Supervisory boards mandated to approve strategic development programs and ranking targets in financially autonomous HEIs [5]  | Fragmented accountability; "AI as IT project" framing  | Establish AI Strategy Office; adopt AI governance policy; define KPI tree aligned to QS/THE + national targets | Ministry of Higher Education, Science and Innovation → HEI rectors; supervisory boards                     |
| Data integration           | edu.uz ecosystem planned with inter-system integration and DATAHUB [7]  | Data silos; inconsistent identifiers; low data quality | Data governance council; master data management; data catalog; audit trails                                    | Ministry of Higher Education, Science and Innovation → Center for Digital Education Technologies; HEI CIOs |
| Infrastructure & compute   | PQ-358 targets include HPC launch; financing includes USD 50m credit for AI development [8]   | Uneven campus ICT; cybersecurity gaps                  | Secure cloud/HPC access; MLOps platform; security baseline   | Ministry of Digital Technologies → HEI IT; national HPC providers  |
| Human capital              | PQ-358 includes targets for training AI specialists up to 1,000 by 2030 [8]   | Skills mismatch; dependence on vendors                 | AI literacy for leadership; data steward roles; AI analyst teams   | HEIs → Ministry of Higher Education; Ministry of Digital Technologies                                      |
| Legal/ethics               | Personal data law applies to processing with IT [9] AI-related restrictions on AI-only legally significant decisions [10–11]  | Noncompliance; discrimination risk; lack of appeal     | DPIA/PIA templates; ethics review board; human-in-the-loop rules; incident reporting                           | Ministry of Justice → regulators; HEI legal offices; ethics boards   |
| Ranking intelligence       | QS uses multi-year bibliometrics windows; IRN requires sustained partnerships [3,19] THE uses weighted metrics on research, citations, international coauthorship [2] | "Gaming" incentives; short-termism                     | Research intelligence unit; collaboration pipeline management; integrity controls                              | HEI research office → faculties; international office; library   |

## CONCLUSIONS AND SUGGESTIONS

This paper demonstrates that integrating AI into strategic management in higher education is most defensible when framed as governed augmentation: AI expands strategic analysis capacity (forecasting, scenario building, optimization, portfolio and network analytics) while human governance maintains legitimacy, accountability, and compliance. This is consistent with research emphasizing AI's role in augmenting strategic cognition and the need to manage automation–augmentation tensions [12–15].

International case evidence indicates that AI-based predictive analytics and dashboards can support measurable institutional outcomes in retention, graduation, and engagement (Georgia State; UCF; Manchester Metropolitan; Open University), while research-network analytics and digital twins illustrate how AI can support research-collaboration strategy and sustainability planning (HKUST; UPM) [21–27]. Although none of these cases alone proves ranking causality, they demonstrate improvement mechanisms aligned with published QS/THE indicators—especially those tied to research impact, collaboration breadth, teaching environment perceptions, and sustainability lenses [1–2, 19–20].

For Uzbekistan, the key strategic insight is that policy and infrastructure conditions are unusually aligned: (i) autonomy reforms explicitly mandate strategic development and ranking targets at the supervisory-board level; (ii) the edu.uz/DATAHUB direction supports the data integration required for AI; (iii) the national AI strategy provides quantified targets, financing, and capability-building measures; and (iv) legal frameworks define constraints requiring human-in-the-loop governance and personal-data safeguards [4–11].

Accordingly, the policy recommendations for Uzbekistan HEIs are:

- Institutionalize AI governance under supervisory boards (per PP-61 strategic authority) with explicit rules for when AI may inform decisions and when mandatory human judgment is required [5, 10–11].

- Adopt a national HEI data architecture aligned to edu.uz/DATAHUB: master identifiers for students, staff, programs; audit logs; and standardized KPI definitions consistent with QS/THE indicator semantics [1–3,7].
- Prioritize “high-leverage” AI use cases with near-term operational value and medium-term ranking pathways, specifically: course demand forecasting, student success early-warning, research intelligence (citations/collaboration strategy), and sustainability decision support [2–4,19–22].
- Build human capital as a governance capability, not only as technical capability, leveraging national training targets while creating university roles (data stewards, model validators, responsible AI officers) that anchor accountability [8].
- Use scenario planning tools (QS-PI/THE-PI) as internal instruments to debate trade-offs transparently rather than attempting direct “ranking optimization.” The included scenario workbook is designed to be edited with institution-specific baseline data.

#### LIST OF USED LITERATURE:

1. QS Quacquarelli Symonds. (2025). QS World University Rankings: Lens and indicator weightings; data collection period for the 2026 cycle.
2. Times Higher Education. (2025). World University Rankings 2026 methodology (PDF): metric definitions and weightings of 18 metrics.
3. QS Quacquarelli Symonds. (2025). Processing of citations and papers (QS): paper-count and citation-count windows for QS indicators.
4. National Statistics Committee of the Republic of Uzbekistan. (2025). Higher education in the Republic of Uzbekistan (Press release; 2024/2025 academic year): HEI count and student enrollment trends.
5. President of the Republic of Uzbekistan. (2019). Decree DP-5847 (08.10.2019): On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030. URL: <https://lex.uz/docs/6971334>
6. Government portal of the Republic of Uzbekistan (Ministry of Higher Education, Science and Innovation). (2023). edu.uz digital ecosystem planned for 2025; intersystem integration and DATAHUB direction.
7. President of the Republic of Uzbekistan. (2024). Resolution № RP-358 (14.10.2024): On the approval of the Strategy for the Development of Artificial Intelligence Technologies until 2030. URL: <https://lex.uz/docs/7159258>
8. Law of the Republic of Uzbekistan. (2019). LRU-547 (02.07.2019): On personal data. URL: <https://lex.uz/docs/4831939>
9. Law of the Republic of Uzbekistan. (2026). ZRU-1115 (21.01.2026): On making additions and changes to certain legislative acts of the Republic of Uzbekistan in connection with the regulation of relations arising from the use of artificial intelligence. URL: <https://lex.uz/uz/docs/8011930>
10. Government portal of the Republic of Uzbekistan. (2026). Liability established for illegal processing of personal data using AI; prohibition on relying solely on AI for legally significant decisions affecting rights/freedoms.
11. Csaszar, F. A., Ketkar, H., & Kim, H. (2024). Artificial Intelligence and Strategic Decision-Making: Evidence from Entrepreneurs and Investors. *Strategy Science*, 9(4), 322–345. doi:10.1287/stsc.2024.0190.
12. Raisch, S., & Krakowski, S. (2021). Artificial Intelligence and Management: The Automation–Augmentation Paradox. *Academy of Management Review*. (Repository version).
13. Shrestha, Y. R., Ben-Menahem, S. M., & von Krogh, G. (2019). Organizational Decision-Making Structures in the Age of Artificial Intelligence. *California Management Review*, 61(4), 66–83. doi:10.1177/0008125619862257.
14. Jarrahi, M. H. (2018). Artificial intelligence and the future of work: Human-AI symbiosis in organizational decision making. *Business Horizons*, 61(4), 577–586. doi:10.1016/j.bushor.2018.03.007.
15. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education—where are the educators? *International Journal of Educational Technology in Higher Education*, 16(39).
16. Hashim, M. A. M., et al. (2021). Higher education strategy in digital transformation (open-access version). *Education and Information Technologies*.
17. Menon, M. E., et al. (2026). The Process and Effectiveness of Strategic Planning in Higher Education: Evidence from five European countries (Wiley version). *European Journal of Education*.
18. QS Quacquarelli Symonds. (2026). International Research Network (Indicator): definition, sustained partnership threshold, data source, and IRN formula.
19. QS Quacquarelli Symonds. (2026). QS World University Rankings: Sustainability methodology (categories, lenses, indicator weights used in QS Sustainability Rankings).
20. Georgia State University. (n.d.). Approaching Student Success With Predictive Analytics (official outcomes reported, including graduation-rate gains).
21. University of Central Florida. (2024). 2024 Accountability Plan (BOG approved): predictive analytics, ML retention/graduation algorithms, and reported outcome trends.
22. Manchester Metropolitan University. (2024). Annual Report and Financial Statements 2024: enhanced student engagement dashboard using predictive analytics.
23. Wolff, A., Zdrahal, Z., Nikolov, A., & Pantucek, M. (2013). Improving retention: predicting at-risk students by analysing learning behaviour in a virtual learning environment (conference paper; Open University repository).
24. Herodotou, C., Rienties, B., Borooa, A., Zdrahal, Z., & Hlosta, M. (2019). A large-scale implementation of predictive learning analytics in higher education: the teachers’ role and perspective. *Educational Technology Research and Development*, 67, 1273–1306. doi:10.1007/s11423-019-09685-0.



25. Hong Kong University of Science and Technology Library. (2026). Beyond the Count: Is Your Research Truly Global? (institutional discussion linked to QS IRN assessment period and network diversity).
26. García-Aranda, C., Martínez-Cuevas, S., Torres, Y., & Pedrote Sanz, M. (2024). A Digital Twin of a University Campus from an Urban Sustainability Approach: Case Study in Madrid (Spain). *Urban Science*, 8(4), 167. doi:10.3390/urbansci8040167.

# **muhandislik** **& iqtisodiyot**

ijtimoiy-iqtisodiy, innovatsion texnik,  
fan va ta'limga oid ilmiy-amaliy jurnal

**Ingliz tili muharriri:** Feruz Hakimov

**Musahhih:** Zokir Alibekov

**Sahifalovchi va dizayner:** Abdurahmon Qurbonov

---

**2026. № 4**

---

© Materiallar ko'chirib bosilganda "Muhandislik va iqtisodiyot" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelmasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Muhandislik va iqtisodiyot" jurnali 26.06.2023-yildan  
O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi  
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan  
№S-5669245 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.

**Litsenziya raqami: №095310.**

**Manzilimiz: Toshkent shahri Yunusobod  
tumani 15-mavze 19-uy**





+998 93 718 40 07



<https://muhandislik-iqtisodiyot.uz/index.php/journal>



[t.me/yait\\_2100](https://t.me/yait_2100)