

Theoretical-Conceptual Bases Of Intellectual Capital Management In The Activities Of Managers Of Vocational Educational Institutions

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Abstract. The article studied the theoretical and conceptual foundations of intellectual capital (IC) management in the context of vocational education institutions (VEIs). The essence and interrelation of human, structural, and relational capital as intangible assets of an educational organization were critically analyzed. Based on the analysis, a conceptual structure for managing intellectual capital, specifically adapted for the activities of a VEI head, was developed and substantiated, which incorporates specific management directions aimed at developing each type of capital. The significance of this structure in achieving the strategic goals of Uzbekistan's education system, particularly in enhancing the competitiveness of institutions and the employability of graduates in the labor market, was determined.

Keywords: intellectual capital, human capital, structural capital, relational capital, vocational education, management, leader's competence, innovation.

Introduction.

The socio-economic development of modern Uzbekistan is directly related to the quality of human capital and the competitiveness of the national economy. In this process, a vocational education system that can quickly respond to the changing demands of the labor market and train highly qualified specialists plays a decisive role. The “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030”, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, sets out ambitious tasks such as improving the quality of education, developing innovative activities, ensuring the integration of education, science and production (the “University 3.0” concept), and achieving international competitiveness. Achieving these strategic goals requires not only the modernization of the material and technical base, but also the effective management of the most important resource of educational institutions - their intellectual capital. Therefore, the creation of scientifically based mechanisms for managing intellectual capital in the activities of heads of vocational educational institutions is becoming one of the most urgent social, economic and pedagogical tasks of our time.

Intellectual capital (IC) is widely recognized as a key factor in the effectiveness of an organization in a knowledge economy [5; 7]. The theoretical foundations of this concept were created in the works of such researchers as T. Stewart, L. Edvinsson, K.E. Svayby, who interpreted IC as a set of intangible assets (human, structural and customer capital) that ensure the competitive advantage of an organization [3; 4]. Later, this approach began to be applied to the field of education. In particular, A. Paletta in his research proved on the basis of empirical evidence that the effectiveness of school activities, including the results of students in education, directly depends on the quality of intellectual capital management. These studies show how important the concept of IC is for educational institutions. However, the analysis of the available literature shows that the issues of intellectual capital management have been studied mainly in the context of the corporate sector and general secondary education.

This article reveals a serious contradiction between the strategic tasks set for the Uzbek vocational education system and the lack of scientific and methodological tools provided to management personnel for their implementation. Innovative cooperation between education, science and production is often “spontaneous and intuitive”, which is not enough for systemic development. Although the general theory of intellectual capital has been developed, the conceptual foundations for its management, taking into account the specific characteristics of vocational educational institutions - namely, a strong emphasis on practical skills and close

ties with the labor market, have not been sufficiently developed. The need to fill this scientific gap determines the main problem of the article. Based on this, the purpose of the article is to develop and scientifically substantiate the theoretical and conceptual foundations of intellectual capital management in the activities of heads of vocational educational institutions. The proposed approach serves as a "gap-filling bridge" between high-level political goals and the practical activities of the heads of institutions responsible for their implementation, that is, it provides a practical-theoretical tool that allows turning national strategies into concrete management actions.

Theoretical foundations. It is important to clarify the main concepts in order to carry out the analysis within the article. Intellectual capital (IC) is the sum of all intangible assets of an organization that contribute to the process of value creation and competitive advantage [13; 17]. For knowledge-based organizations, including educational institutions, IK is a more important strategic asset than material resources. According to the classical approach, IK consists of three main components.

Human capital (IK) is a set of knowledge, skills, qualifications, creative abilities and experiences of the employees of the organization (pedagogues, masters of industrial education, administrative staff) [8; 36]. It has been described as the primary source of innovation and the most dynamic asset of an organization. In an educational institution, human capital determines the quality of the learning process and the institution's adaptability to innovations.

Structural capital (SC) is the non-human knowledge assets embodied in the organization's structures, processes, culture, methodologies, databases, and intellectual property [8; 14]. In other words, it is knowledge that remains with the organization after employees leave. For a vocational education institution, structural capital includes curricula, teaching methodologies, assessment systems, internal procedures, and physical and technical facilities.

Relational capital (RC) is the value that an organization has in its network of relationships with its external environment, including students, their parents, partner enterprises, government agencies, and society [8; 10]. For a vocational education institution, this capital plays a crucial role in ensuring the relevance of its curricula, securing graduate employment, attracting additional resources, and enhancing the institution's reputation.

During the development of the concept of intellectual capital, various theoretical approaches were formed. These approaches were critically analyzed and their relevance to the educational system was assessed. While T. Stewart's model is more focused on the corporate sector, K.E. Sveiby's approach is more suitable for knowledge-based organizations. A. Paletta's research is notable for directly applying the concept of intellectual capital to measuring educational effectiveness (Table 1). Based on this analysis, the need to develop a new, synthesized approach that takes into account the specific needs of vocational education was substantiated.

Table 1. Comparative analysis of intellectual capital models

Approach Author	Main Components	Features of the educational system
T. Stewart (1997)	Human capital, Structural capital, Customer capital	Focused on the corporate sector, the concept of "client" can be adapted to the learner and the employer.
K.E. Sveiby (1997)	Individual competence, Internal structure, External structure	The concept of "competence" corresponds to the qualifications of pedagogues. External and internal structures are relevant for an educational institution.
AND. Paletta (2014)	Human capital, Organizational (structural) capital, Social (relationship) capital	It directly links the effectiveness of school activities (student learning outcomes) with ICT, which is highly adapted for education.

Results. Based on the above theoretical analysis, the article proposes a "Conceptual Structure of Intellectual Capital Management in the Activities of a Head of a Vocational Educational Institution." This structure interprets intellectual capital not as a list of static assets, but as a dynamic system that is constantly developed and complements each other through the targeted activities of the head. The novelty of the

structure is that in it the role of the head moves from a passive administrator to an active one. That is, the head creates new value by transforming the experience of an individual teacher (human capital) into a standardized and high-quality training program (structural capital) by involving experts from partner enterprises (relational capital). This approach to the process determines clear and practical directions for the head's activities.

The proposed conceptual structure was determined to consist of the following three interrelated management directions:

1. Direction of human capital management. This direction is aimed at developing the potential of employees, who are the main intellectual asset of the institution, and includes the following tasks:

- o Development of pedagogical and methodological competence: Organization of regular advanced training courses and trainings for employees on modern pedagogical technologies, digital educational tools.
- o Improvement of professional and practical skills: Ensuring internships for teachers and production masters at leading enterprises, attracting specialists from production to the educational process.
- o Increasing innovative potential and digital literacy: Creating test beds, encouraging the participation of employees in scientific research and startup projects.

2. Direction of structural capital management. This direction is aimed at creating an infrastructure that ensures the systematization, storage and effective use of knowledge created by human capital:

- o Formation of educational programs that meet the requirements of employers: Development of flexible curricula based on the module and credit-module system based on constant study of labor market requirements.
- o Creation of a modern material and technical base and knowledge management system: Modernization of workshops and laboratories, creation of a digital base of advanced pedagogical practices (electronic library).
- o Introduction of internal quality control and monitoring mechanisms: Establishment of transparent criteria for assessing the quality of education and a system for monitoring the careers of graduates.

3. Relationship capital management direction. This direction is aimed at creating additional opportunities and resources for the institution through contacts with external partners:

- o Establishment of strategic partnerships with enterprises: Introduction of dual education programs, creation of advisory councils consisting of employers, implementation of joint projects.
- o Strengthening ties in the educational cluster: Developing cooperation with universities, research institutes and other vocational education institutions.
- o Increasing the prestige of the institution in the labor market: Developing the institution's brand, strengthening ties with the public and establishing the activities of the alumni association.

These three areas complement each other, forming an integrated system, and their joint effective management ensures the long-term development of the vocational education institution.

Discussion. The conceptual framework presented in the article was developed in accordance with existing theoretical approaches to intellectual capital management. In particular, its main components (human, structural, relational capital) correspond to the model proposed by A. Paletta for educational institutions. However, Paletta's research is mainly focused on general secondary education, where the academic results of students are taken as the main criterion of effectiveness. The proposed framework directly reflects the specific features of vocational education. For example, the special emphasis on such elements as "industry-specific skills" in human capital management, "educational programs tailored to the needs of employers" in structural capital, and "strategic partnerships with enterprises" in relational capital, significantly increases its practical significance for vocational education managers and determines its differences from previous studies. The scientific significance of the results is that they enrich the theory of educational management with a new conceptual tool for analyzing and improving leadership activities in the field of vocational education. This framework serves to fill the scientific gap between the general theory of intellectual capital and the practical needs of vocational education. The practical significance of the results is even broader. First, the proposed framework can be used by heads of vocational education institutions as a diagnostic tool to diagnose the state of intellectual capital of their institutions, identify their strengths and weaknesses. Second, on this conceptual basis, modern training programs for improving the skills of managerial personnel and their retraining can be developed. Third, this framework serves as a strategic guide for aligning the activities of the institution with the national goals set out in Decree No. PF-5847, which serves the effective

implementation of state policy. Therefore, this framework is recommended for practical use by leaders, policymakers, and researchers in the vocational education system.

In conclusion, intellectual capital management is not an optional task, but a strategic necessity to ensure the competitiveness of vocational educational institutions in Uzbekistan. The proposed conceptual framework serves as a theoretical and methodological basis for systematizing and increasing the effectiveness of managers in this area. In order to further study the topic, the following scientific proposals are put forward:

1. Conduct research aimed at empirically validating the proposed conceptual framework and examining the cause-and-effect relationships between its components and performance indicators of the institution (for example, the level of employment of graduates).
2. Based on this framework, develop a quantitative methodology and a system of key performance indicators (KPIs) to measure the state of intellectual capital in vocational educational institutions of Uzbekistan.
3. Identify best practices and contextual factors through a comparative analysis of intellectual capital management practices in state and non-state vocational educational institutions.
4. To conduct a longitudinal study investigating the impact of executive training programs based on intellectual capital management on the long-term development of vocational education institutions and their contribution to the regional economy.

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