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DIGITAL SKILLS AND ACCOUNTING EDUCATION: NEEDS AND GAPS IN UZBEK HIGHER EDUCATION – CURRICULUM IMPLICATIONS FOR THE DIGITAL AGE

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Abstract. This paper examines the integration of digital competencies within Uzbekistan's accounting education system, focusing on curriculum preparedness, infrastructure development, and alignment with emerging technological standards. Drawing on policy documents, OECD frameworks, and institutional data, it identifies substantial variations among higher education institutions, particularly between urban and regional universities. By comparing global trends in accounting digitalization, the study reveals systemic challenges such as limited access to digital tools, insufficient educator training, and partial alignment with labor market requirements. The paper recommends embedding digital literacy into all accounting modules, implementing cloud-based learning platforms, and fostering stronger partnerships with industry stakeholders to ensure that graduates possess the skills necessary to meet international professional standards.

Key words: digital transformation, accounting education, digital competencies, higher education, curriculum development, AI and blockchain, cloud learning, industry collaboration.

Annotatsiya. Ushbu maqolada O'zbekistonning buxgalteriya ta'lim tizimida raqamli kompetensiyalarni integratsiyalash jarayoni o'rganilgan bo'lib, asosiy e'tibor o'quv dasturlarining tayyorgarlik darajasi, infratuzilma rivoji va yangi texnologik standartlarga moslashuvga qaratilgan. Siyosiy hujjatlar, OECD asoslari hamda muassasaviy ma'lumotlar asosida olib borilgan tahlil oliy ta'lim muassasalari o'rtasida, ayniqsa, shahar va mintaqaviy universitetlar kesimida sezilarli tafovutlar mavjudligini ko'rsatadi. Buxgalteriya hisobini raqamlashtirishning global tendensiyalarini solishtirish asosida, tadqiqot raqamli vositalardan foydalanish imkoniyatlarining cheklanganligi, pedagoglarning raqamli tayyorgarlik darajasining yetarli emasligi va o'quv jarayonining mehnat bozori talablariga to'liq mos kelmasligi kabi tizimli omillarni aniqlaydi. Maqolada raqamli savodxonlikni barcha buxgalteriya modullariga kiritish, bulutli (cloud) o'quv platformalarini joriy etish hamda bitiruvchilarning xalqaro mehnat bozorida raqobatbardoshligini oshirish maqsadida sanoat hamkorlari bilan hamkorlikni kuchaytirish tavsiya etiladi.

Kalit so'zlar: raqamli transformatsiya, buxgalteriya ta'limi, raqamli kompetensiyalar, oliy ta'lim, o'quv dasturi, sun'iy intellekt va blokcheyn, bulutli ta'lim, sanoat hamkorligi.

Аннотация. В данной статье исследуется процесс интеграции цифровых компетенций в систему бухгалтерского образования Узбекистана, с акцентом на готовность учебных программ, развитие инфраструктуры и соответствие новым технологическим стандартам. Опираясь на политические документы, рамочные программы OECD и институциональные данные, автор выявляет существенные различия между высшими учебными заведениями, особенно между городскими и региональными университетами. Сравнение мировых тенденций цифровизации бухгалтерского учета показало системные проблемы, включая ограниченный доступ к цифровым инструментам, недостаточный уровень подготовки преподавателей и частичное соответствие программ требованиям рынка труда. В качестве рекомендаций предлагается внедрить цифровую грамотность во все модули бухгалтерского учета, использовать облачные образовательные платформы и расширить сотрудничество с отраслевыми партнерами для подготовки выпускников, соответствующих международным профессиональным стандартам.

Ключевые слова: цифровая трансформация, бухгалтерское образование, цифровые компетенции, высшее образование, учебная программа, искусственный интеллект и блокчейн, облачное обучение, сотрудничество с отраслью.



INTRODUCTION

Uzbekistan's aspiration to integrate into the global digital economy has established digital transformation as a top national priority. The "Digital Uzbekistan–2030" strategy envisions the creation of a data-driven economy founded on transparent governance, advanced financial practices, and innovative education systems. Within this strategic framework, the development of digital competencies among accounting graduates is crucial for enhancing transparency, improving operational efficiency, and strengthening investor confidence in the country's ongoing economic reforms¹.

Despite significant progress, accounting education in Uzbekistan continues to exhibit certain discrepancies between market expectations and academic preparation. Although the national legislation and initiatives of the Ministry of Economy and Finance (2024) emphasize comprehensive digital modernization, existing curricula still insufficiently incorporate practical tools such as blockchain technologies, XBRL-based financial reporting, and ERP accounting systems. Moreover, the limited digital infrastructure in regional universities restricts students' exposure to essential technologies. Addressing this gap should be viewed not merely as a technical challenge but as a strategic opportunity. Developing a digitally competent accounting workforce will accelerate Uzbekistan's integration into international financial standards, strengthen investor confidence, and contribute to the sustainable diversification of the national economy².

Uzbekistan's rapid economic reforms and its ambition to integrate into the global digital economy have elevated digital transformation to the forefront of the national policy agenda. As the country aligns with international best practices in accounting and finance, the demand for digital competencies among accounting professionals has reached an unprecedented level. Despite notable progress achieved through educational and technological initiatives, certain gaps still persist in both curriculum design and digital infrastructure. Addressing these limitations is essential, as Uzbekistan's economic and financial systems continue to advance toward comprehensive digitalization.

LITERATURE REVIEW

Scholars and policymakers consistently underscore the importance of digital literacy in modern accounting education. Globally, the integration of emerging technologies—such as blockchain, cloud-based accounting, and artificial intelligence—is reshaping the structure and pedagogy of business schools and universities. Uzbekistan is following a comparable trajectory; however, institutional readiness and resource availability remain uneven across different regions. According to OECD (2023), strengthening digital competencies within accounting curricula is a key determinant of both professional employability and the overall competitiveness of national economies³. According to UNESCO (2025)⁴, existing "digital readiness gaps" in Uzbekistan's higher education sector primarily stem from the limited integration of technology into teaching practices, insufficient digital infrastructure, and restricted access to enterprise-level accounting systems. The report further notes that teacher training initiatives remain irregular and seldom include internationally recognized certifications in digital tools. Similarly, Xaydarova⁵ highlights that many accounting students complete their programs without adequate hands-on experience in global ERP platforms such as SAP or QuickBooks. Collectively, these challenges underscore the need for a more systematic approach to developing digitally proficient accounting professionals who can effectively contribute to the demands of modern, technology-driven business environments.

RESEARCH METHODOLOGY

This research is based on a descriptive and analytical method aimed at studying the level of digital readiness in Uzbekistan's accounting education. The main goal is to identify existing challenges and opportunities in developing digital competencies among accounting students and teachers.

A qualitative content analysis was applied to review university curricula and national policy documents. The findings are organized into five key areas: curriculum content, teacher competency, student preparedness, infrastructure, and employer alignment. This approach makes it possible to evaluate how effectively digital technologies are being integrated into accounting education and to outline practical directions for improvement.

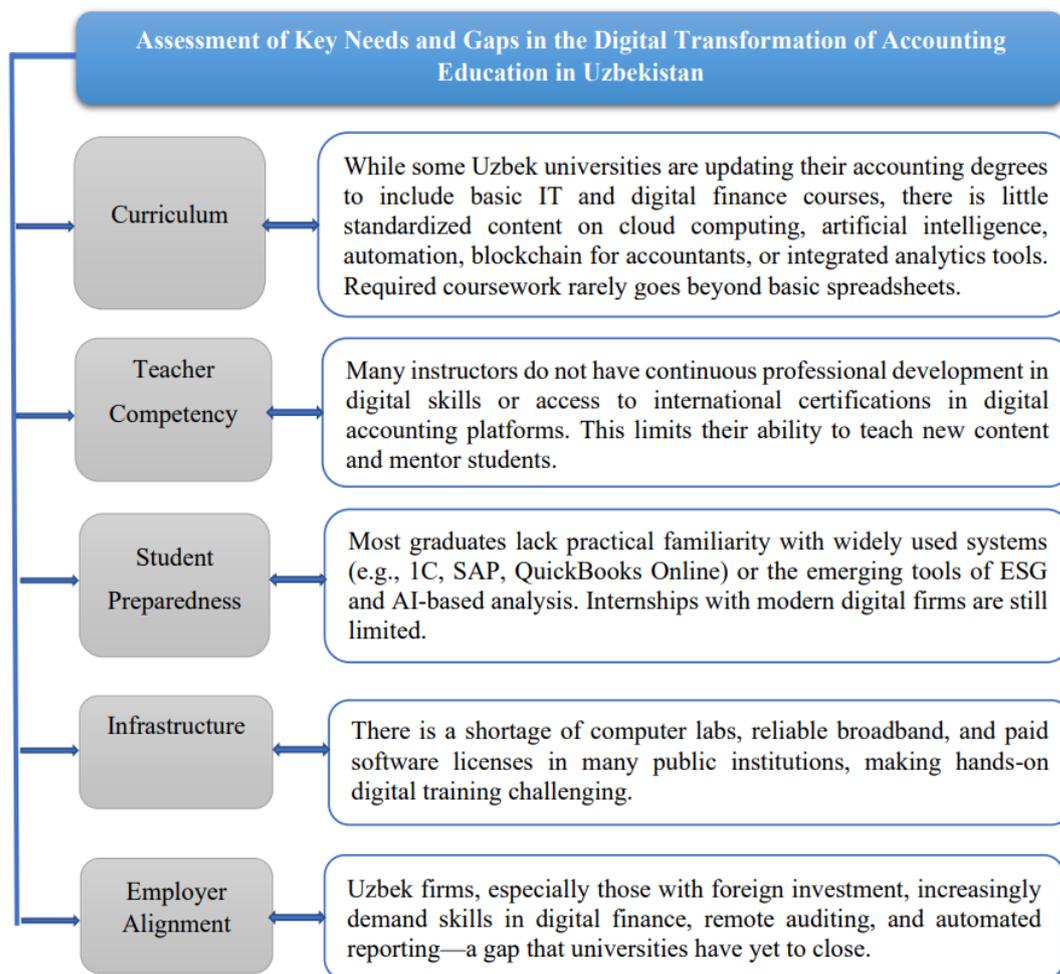
- 1 Ministry of Economy and Finance of the Republic of Uzbekistan. (2024). Annual report on digital transformation and financial sector modernization. <https://www.mf.uz>
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ANALYSIS AND RESULTS

Digitalization is occurring at every level of Uzbekistan's economy, with government, business, and educational institutions rolling out new technologies and standards. These include XBRL-based reporting for public companies, digital audit platforms, and e-government services. However, practical education in these tools is often missing from university programs. Most students are not exposed to leading accounting ERPs, and even major accounting departments lack the technical infrastructure found in global peer institutions. Disparities between rural and urban institutions further widen the digital divide.

The picture below summarizes the main deficits and priorities for developing digital competencies within Uzbekistan's accounting education. It organizes the findings into five dimensions—curriculum, teacher competency, student preparedness, infrastructure, and employer alignment—to show how each factor influences overall readiness for digital transformation. The findings, based on recent studies and institutional analysis, reveal that while universities have begun adding IT and finance courses, most curricula lack advanced content such as automation, AI, and blockchain. Faculty digital training remains limited, students have little exposure to modern accounting systems, and many institutions lack modern computer resources. Consequently, there is a widening gap between graduates' skills and the digital expectations of employers (1-picture).



1-picture. Assessment of Key Needs and Priorities for Developing Digital Competencies in Accounting Education in Uzbekistan

The needs and priorities outlined in the table indicate that Uzbekistan's higher education institutions are entering a progressive phase of digital transformation within accounting education. Considerable progress has been made, particularly in enhancing awareness and initiating curriculum reform; however, alignment between skills development and labor market requirements remains an ongoing process. Achieving sustainable progress requires coordinated efforts through updated digital curricula, continuous professional development for educators, strategic investment in digital infrastructure, and active engagement of industry stakeholders.

Strengthening these five key areas will ensure that accounting graduates acquire strong digital competencies and are well equipped to contribute to Uzbekistan's broader modernization and innovation agenda.

The analysis demonstrates that Uzbekistan's academic institutions are currently progressing through the initial phase of digital transformation. Leading universities in major cities such as Tashkent have already integrated elements of IT-based instruction into their accounting and finance programs, while regional universities are steadily enhancing their capacity through gradual improvements in funding and digital infrastructure⁶. The content currently taught in most accounting programs continues to emphasize theoretical foundations rather than the practical application of digital technologies.

Furthermore, employers highlight the need to strengthen graduates' proficiency in using AI-driven auditing tools, cloud-based accounting systems, and financial analytics platforms. According to UNESCO (2025), expanding the integration of applied digital tools and practice-oriented learning within university curricula is essential for preparing future accountants to meet the evolving demands of the digital economy⁷. The educator competency assessment revealed that fewer than one-third of accounting faculty members have received formal training in digital teaching methods. As noted by Xaydarova⁸, "digital learning in accounting remains at an introductory stage and requires stronger resource support to enhance Uzbekistan's global competitiveness". Strengthening this area calls for increased systemic investment, ongoing professional development, and continuous collaboration between academia, government, and industry partners.

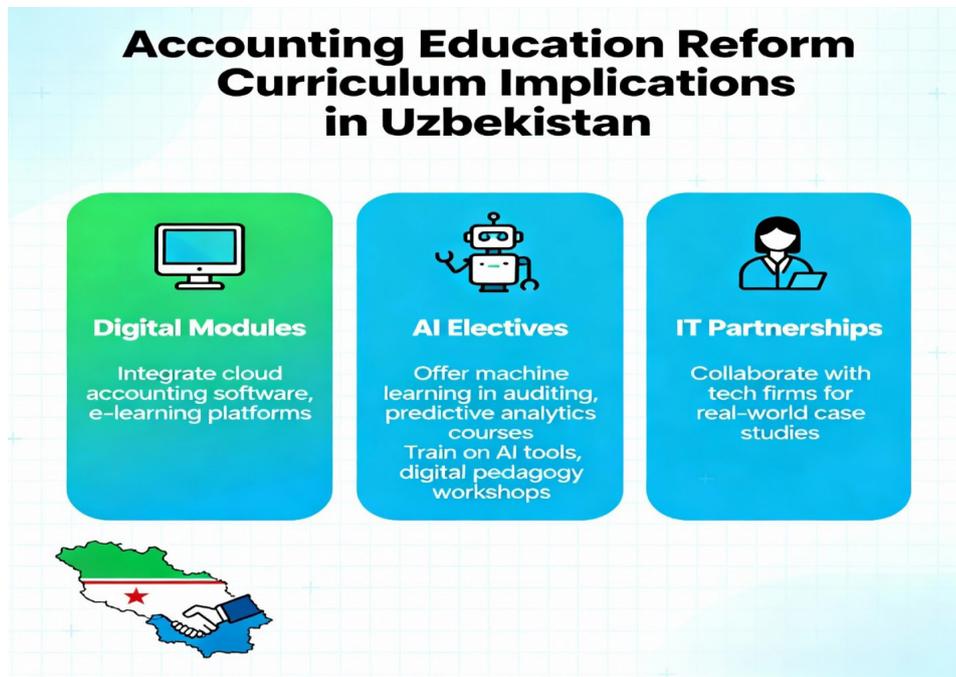
To bridge the digital skills gap, higher education institutions should implement a series of strategic measures aimed at modernizing accounting education and aligning it with contemporary market demands.

Integrate core digital modules across all degree levels, including spreadsheet modeling, cloud accounting platforms, cybersecurity, sequential automation, and digital reporting standards.

Offer elective courses in advanced and emerging areas such as blockchain for accountants, artificial intelligence (AI) applications, environmental, social and governance (ESG) reporting, and financial data analytics.

Provide continuous digital upskilling opportunities for academic staff and encourage participation in international certification programs or global academic partnerships.

Establish partnerships with Uzbekistan's IT Park, fintech companies, and accounting firms to ensure that university curricula and internship programs are effectively aligned with real-world digital and professional requirements (2-picture).



2-picture. Key Curriculum Implications for Accounting Education Reform in Uzbekistan⁹

6 UNDP Uzbekistan. (2024). Institutionalizing M&E for Uzbekistan's digital transformation. United Nations Development Programme. And OECD. (2023). Digital skills for private sector competitiveness in Uzbekistan.

7 UNESCO Institute for Lifelong Learning. (2025). Strengthening digital competencies of TVET educators in Uzbekistan.

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9 Source: Redrawn by author from OECD. (2023). Digital Skills for Private Sector Competitiveness in Uzbekistan.



By undertaking these actions, higher education institutions can foster the development of digitally competent accounting professionals who are well prepared to contribute to Uzbekistan's economic modernization and innovation-driven growth.

CONCLUSION AND RECOMMENDATIONS

Modernizing accounting education in Uzbekistan is a crucial step toward aligning higher education with the country's digital transformation and international standards. Strengthening digital capacity within universities will help prepare students for the rapidly changing demands of the accounting profession and the broader digital economy. The Ministry of Economy and Finance should develop a unified digital curriculum framework that incorporates artificial intelligence, blockchain, and data analytics to ensure that educational content reflects the latest global developments. Enhancing faculty digital literacy through annual professional development programs in partnership with international organizations such as UNESCO and OECD will standardize teaching practices and improve instructional quality. Equal access to resources is also essential; therefore, establishing cloud-based learning hubs across universities can help reduce regional disparities and improve digital inclusion. Collaboration with IT Park Uzbekistan, fintech companies, and accounting firms will provide students with hands-on experience and expose them to innovative accounting technologies. Furthermore, maintaining a continuous curriculum review process aligned with international frameworks such as IFRS and ISA will ensure that academic standards remain globally relevant. By implementing these measures—adopting a unified digital curriculum, investing in faculty upskilling, improving infrastructure, fostering industry collaboration, and ensuring ongoing quality review—Uzbekistan can cultivate a new generation of digitally competent accountants capable of contributing effectively to the goals of the Digital Uzbekistan–2030 strategy and the country's long-term economic modernization.

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