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# ORGANIZATIONAL ACTIVITIES OF INFORMATION RESOURCE CENTERS IN HIGHER EDUCATION INSTITUTIONS

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**Abstract:** This article provides a scientific and practical analysis of the organizational activities of information resource centers in higher education institutions in the context of modern digital transformation. The study examined the structure of information resource centers, management mechanisms, resource development and allocation processes, digital services, and the level of integration with international scientific databases. Based on empirical analyses, the existing problems in the activities of Information Resource Centers were identified, and practical recommendations for their improvement based on a strategic management model were developed.

**Key words:** Information and resource center, higher education, organizational activities, digitization, electronic resources, quality of education, strategic management, KPIs.

**Annotatsiya:** Ushbu maqolada oliy ta'lim muassasalarida axborot-resurs markazlarining tashkiliy faoliyati zamonaviy raqamli transformatsiya sharoitida ilmiy-amaliy jihatdan tahlil qilingan. Tadqiqotda ARMIlarning tuzilmasi, boshqaruv mexanizmlari, resurslarni shakllantirish va taqsimlash jarayonlari, raqamli xizmatlar hamda xalqaro ilmiy bazalar bilan integratsiya darajasi o'rganilgan. Empirik tahlillar asosida ARMIlar faoliyatida mavjud muammolar aniqlanib, ularni strategik boshqaruv modeli asosida takomillashtirish bo'yicha amaliy tavsiyalar ishlab chiqilgan.

**Kalit so'zlar:** axborot-resurs markazi, oliy ta'lim, tashkiliy faoliyat, raqamlashtirish, elektron resurslar, ta'lim sifati, strategik boshqaruv, KPI.

**Аннотация:** В данной статье представлен научно-практический анализ организационной деятельности центров информационных ресурсов в высших учебных заведениях в контексте современной цифровой трансформации. В ходе исследования были проанализированы структура информационно-ресурсных центров, механизмы их управления, процессы формирования и распределения ресурсов, цифровые услуги и уровень интеграции с международными научными базами данных. На основе эмпирического анализа были выявлены существующие проблемы в работе центров информационных ресурсов и разработаны практические рекомендации по их совершенствованию на основе модели стратегического управления.

**Ключевые слова:** Информационно-ресурсный центр, высшее образование, организационная деятельность, оцифровка, электронные ресурсы, качество образования, стратегический менеджмент, ключевые показатели эффективности.

## INTRODUCTION

In the modern higher education system, information resource centers (IRCs) play an important role as an integral part of the educational process. They serve students, faculty, and scientific researchers for study, scientific research, and spiritual and educational resources, and by organizing information and library services and implementing digital technologies, they serve to enhance the quality of higher education. The study of the topic “Organizational Activities of Information Resource Centers in Higher Education Institutions” is particularly relevant today. This is because the transition to an information society, the development of the knowledge economy, and digital transformation processes are demanding new approaches from higher education institutions. The organizational activities of the IRM (structure, management mechanisms, resource formation and distribution, service delivery system, digitization) in higher education institutions is essential not only for solving existing problems but also for enhancing the competitiveness of higher education, preparing innovative personnel, and developing the national knowledge economy.

## REVIEW OF LITERATURE ON THE SUBJECT

The organizational activities of information resource centers in higher education institutions have been examined within the broader framework of academic library transformation, knowledge management, and quality assurance in universities. Contemporary research consistently emphasizes that university information centers are no longer limited to custodial and archival functions; instead, they operate as strategic units that directly support teaching, research, and institutional governance.

In 1992, Michael Buckland argued that academic libraries must transition from collection-centered models to service-oriented information systems. He emphasized that digital technologies require a fundamental reorganization of internal structures, workflows, and professional roles. According to Buckland, effective library management depends on integrating digital resources, metadata systems, and user services into a coherent institutional framework. This conceptual shift laid the groundwork for viewing information resource centers as dynamic organizational entities within universities.

In 2010, Peter Herson and Ellen Altman examined service quality assessment in academic libraries and demonstrated that organizational effectiveness depends on strategic planning, measurable performance indicators, and user satisfaction analysis. Their findings show that governance structures in academic libraries must align with institutional missions, particularly in research-intensive universities. They underline the importance of leadership accountability and evidence-based management in improving organizational outcomes.

Sheila Corral, in 2014, explored academic libraries through the lens of strategic alignment and organizational innovation. She argued that libraries must embed themselves within university strategy by supporting digital scholarship, research data management, and interdisciplinary collaboration. Corral highlighted that flexible organizational structures and competency development are essential for sustaining relevance in rapidly evolving higher education environments.

In 2007, Karen Markey analyzed user interaction with online public access catalogs and digital systems. Her research demonstrated that modern academic libraries increasingly focus on information literacy instruction, digital navigation assistance, and technological mediation. Markey emphasized that effective organizational design must integrate IT services, user education, and digital content management into unified operational processes.

Andrew Abbott, in his 1988 work on professional systems, provided a theoretical framework that helps explain the evolving role of academic libraries. He argued that professional units redefine their jurisdiction by expanding or defending functional domains. Applied to information resource centers, this theory clarifies how traditional librarianship has expanded into areas such as research data services, institutional repositories, and scholarly communication management.

In 1993, Lee Harvey and Diana Green conceptualized quality in higher education as transformation and fitness for purpose. Their framework positions support services, including libraries and information centers, as integral components of institutional quality systems. They demonstrated that organizational effectiveness in academic support units directly influences educational outcomes and institutional performance.

Lorcan Dempsey, in 2016, introduced the concept of the “inside-out library,” arguing that academic libraries must prioritize the management and dissemination of institutional knowledge assets, including research outputs and digital repositories. He emphasized that organizational activities must adapt to open science initiatives, digital preservation standards, and networked collaboration models.

Overall, the literature indicates that the organizational activities of information resource centers in higher education institutions are increasingly characterized by strategic integration, digital transformation, quality management, and research support functions. Modern scholarship consistently underscores that these centers must operate as adaptive, innovation-driven units embedded within university governance and academic development systems.

## RESEARCH METHODOLOGY

This article employed theoretical and comparative analysis, the study of normative documents, and empirical case methods.

## ANALYSIS AND RESULTS

In recent years, digitization, the transition to a credit-module system, and the growing share of independent learning in the higher education system of Uzbekistan have placed new demands on the activities of Academic Resource Centers. The following key indicators are important when analyzing the practical state of IRC activities:

- collection size and its composition (share of print and electronic resources);
- access to international scientific databases;
- the degree of implementation of electronic catalogs and automated library information systems;
- the number of users and the dynamics of visits;
- the share of remote services;
- the scope of information literacy training and consultations.

Our empirical observations indicate that in the republic's higher education institutions, the IRCs fund is characterized by a predominance of print resources, although the share of electronic resources is increasing year by year. For example, at leading higher education institutions the electronic collection comprises 20,000–40,000 titles, while at some universities there are over 200,000 electronic records. These figures indicate that the digital infrastructure is being developed in stages.

Looking at international experience, a university library must function as a central link in scholarly communication. Access to databases such as Scopus, Web of Science, Springer, and EBSCO is also expanding at Uzbek Higher education institutions. However, this access is not equal at all higher education institutions, which directly affects indicators of scientific activity.

Our research shows that there are a number of systemic problems in the activities of IRCs:

- insufficiently defined institutional status. The IRC is often perceived as an infrastructural unit, with limited participation in strategic management processes.
- low level of information literacy. Students and some faculty members lack the competence to fully utilize electronic resources.
- weak monitoring system. A systematic mechanism for studying user needs is not in place at all higher education institutions.

According to information resource management theory, a university library must operate as an open and dynamic system. [2] This requires the following management elements: systematic analysis of resources, monitoring user needs, optimizing information flows, and expanding electronic services.

Statistical data shows that in recent years, the following positive trends have been observed in the activities of IRCs:

- expansion of electronic catalogs and online services;
- a sharp increase in the use of electronic resources in the context of distance learning;
- the emergence of scientific repositories and open archives;
- the introduction of bibliometric services (h-index, citation monitoring).

For example, at some major higher education institutions, the annual number of visits exceeds 300,000, and the number of registered users has surpassed 20,000. These figures confirm the Information Resource Centers' real involvement in the educational process.

At the same time, statistical analysis shows the following correlation between the activities of IRCs and the quality of education:

- as the level of use of electronic resources increases, students' independent learning activity increases;
- The number of scientific articles is higher at higher education institutions that have broad access to international databases;
- The quality indicators of graduation theses improve at universities where information literacy training is conducted.

These empirical results make it possible to assess IRCs as a real factor in improving the quality of higher education.

Overall, Information Resource Centers at higher education institutions in Uzbekistan are undergoing a gradual digital transformation. However, to establish them as strategic institutions, it is necessary to improve management mechanisms, implement a KPI-based monitoring system, and deepen integration with the educational process.

Although Information Resource Centers (IRCs) in the higher education system of Uzbekistan have been established as a key infrastructural component that provides information for the educational process, in modern conditions, their organizational activities are being elevated to the level of strategic management. The introduction of the credit-module system, the increase in the share of independent learning, and the emergence of a digital learning environment are demanding a review of the organizational structure of IRMs.

In current practice, in higher education institutions in our republic, IRCs typically operate as an independent unit subordinate to the rector or a prorector (for scientific or academic affairs). Their organizational structure includes the following main areas:

- Acquisitions and Collection Development Department;
- Circulation and Reference Services Department;
- Electronic Resources and Digital Services Department;
- bibliographic and information service;
- research support sector.

Organizationally, the activities of IRCs are carried out based on regulatory and legal documents, internal regulations, and strategic development programs at higher education institutions. However, practical analyses show that the role of IRC in the strategic management system is not the same across all higher education institutions. While at some leading universities the IRCs development program is integrated into the overall strategy of the higher education institutions, at other institutions it remains more at the level of technical support.

According to statistical data, in large higher education institutions, the IRCs fund comprises 500,000 to 2,000,000 printed volumes, while the electronic fund covers an average of 200,000 to 200,000 named resources. At some universities, the number of registered users is 20–30 thousand, and annual visits amount to 250–300 thousand.” [3] These indicators reflect the actual workload and organizational capacity of the IRCs in the educational process.

One of the main factors determining the effectiveness of organizational activities is the competence of the personnel. The qualification level of IRCs staff, their knowledge of information and communication technologies, and their competence in providing scientific-bibliographic services directly affect the quality indicators of the center’s activities. Practical observations show that in many higher education institutions, the number of staff is insufficient for the size of the collection, or specialized training in digital services is required.

An important element of organizational activities is the use of automated library information systems. Although most higher education institutions have implemented an electronic catalog (OPAC), user adoption remains incomplete. Remote services, online ordering, and electronic document delivery systems are developing gradually.

Another area of IRC’s organizational activity is integration with the educational process. Under the credit-module system, forming the list of recommended literature in course syllabi, providing electronic resources, and offering information support for independent study are among the organizational duties of the IRC. However, in some higher education institutions, cooperation between academic departments and the IRC is not sufficiently established.

At the same time, positive trends are also being observed. In recent years, many higher education institutions have expanded their IRCs activities in areas such as digitization, the creation of scientific repositories, the provision of bibliometric services, and conducting information literacy training. This indicates that the organizational activities of IRCs are gradually becoming strategic in nature.

In our opinion, the organizational activities of Information Resource Centers at higher education institutions in Uzbekistan are in a stage of development, undergoing a transition from an infrastructure model to a strategic management model. Improving the organizational structure, strengthening integration into the management process, and implementing a KPI-based monitoring system are the main directions for increasing the efficiency of IRMs. These conclusions justify the need to evaluate IRC performance based on efficiency indicators in the following paragraph.

Key indicators were analyzed across higher education institutions to assess the organizational activities of information resource centers. The country’s leading higher education institutions were selected as the object of analysis. The indicators included collection size, share of electronic resources, access to international databases, number of staff, and user activity. These indicators reflect the organizational and functional capacity of the Information Resource Centers (Table 1).

Table 1. Organizational Indicators of Information Resource Centers in Higher Education Institutions of Uzbekistan

KPI Indicators	TKTI	TDTU	JIDU	QQDU	Renessans
Digital Content Volume (Number of Electronic Resources)	20 515	120 763	7 487	200 Gb	10 000
Number of Electronic Copies (e-book Collection)	15 551	45 656	5 835	192 629	10 000
International Scientific Databases	EBSCO, Springer	Scopus, ScienceDirect, SpringerLink, EBSCO, СЭБ Лань	JSTOR, EBSCO, ProQuest, Cambridge Core, Oxford Journals, LexisNexis	EBSCO, ProQuest	EBSCO, Springer
Registered Users (Number of Readers)	4 764	10 354	5 738	16 668	10 000
Annual Visits	11 550	206 904	93 771	280 684	106 765

The analysis results showed that the level of development of IRCs in Uzbekistan's higher education institutions varies significantly. The highest digital resource and user activity indicators are observed at TDTU and QQDU. In particular, TDTU holds the leading position with over 120,000 electronic resources and more than 200,000 annual visits. QQDU, on the other hand, has high figures in terms of electronic collection size and number of users. JIDU leads in the number of international scientific databases, demonstrating IRCs integration into the scientific sphere. At TKTI and Renaissance universities, the indicators are at an average level, highlighting the need to expand digital resources and increase user engagement.

Our empirical analysis shows that IRCs organizational activities are evolving, but to fully reach the level of strategic management, it is necessary to optimize resources, strengthen personnel capacity, and expand digital services. These findings, in the next paragraph, justify the need to evaluate IRCs activities based on KPIs.

## CONCLUSIONS AND SUGGESTIONS

The research results show that, Although information resource centers in higher education institutions in Uzbekistan have emerged as an important infrastructural component of the educational process, their organizational activities are undergoing a gradual transition to a strategic management model. Digital transformation, the credit-module system, and the increasing share of independent learning are placing new functional tasks on the shoulders of IRMs.

Empirical analyses showed that the level of IRC development varies significantly among higher education institutions. It was found that in higher education institutions with a high share of electronic resources, access to international scientific databases, and user activity, the efficiency of teaching and scientific activities is also higher. At the same time, insufficient strategic planning, limited staff capacity, and a weak monitoring system are emerging as the main systemic problems. Therefore, it is necessary to elevate the activities of IRC from a simple service-providing model to an institute level of strategic management and quality-enhancing education.

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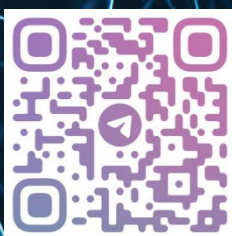
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