

**EDUCATION AND EDUCATIONAL SERVICES IN MODERN
UZBEKISTAN**

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Аннотация. В статье рассмотрены актуальность процессов интернационализации образовательных услуг и их роль в новом Узбекистане, их положительное влияние на международную деятельность высших образовательных учреждений. Изучены наряду с объёмом и качеством образовательных услуг, международные контакты высших образовательных учреждений в настоящее время как один из наиболее весомых показателей организационного уровня и эффективности деятельности высших образовательных учреждений.

Annotation. *The article discusses the relevance of the processes of internationalization of educational services and their role in the new Uzbekistan, their positive impact on the international activities of higher educational institutions. Along with the volume and quality of educational services, international contacts of higher educational institutions have been studied at present as one of the most significant indicators of the organizational level and efficiency of higher educational institutions.*

Ключевые слова. *Образование, образовательные услуги, человеческий капитал, инвестирование в человеческий капитал, инвестирование в будущее, квалифицированная рабочая сила, рынок труда, субъекты образовательных услуг, объекты образовательных услуг, цена труда, развитие личности, государственные образовательные учреждения, платные образовательные услуги.*

Keywords. *Education, educational services, human capital, investing in human capital, investing in the future, skilled labor, labor market, subjects of educational services, objects of educational services, price of labor, personal development, state educational institutions, paid educational services.*

From time immemorial, education has been considered an important part of human life. “The roots of education are bitter, but the fruits are sweet,” believed the great ancient Greek thinker, philosopher Aristotle, who lived in 384-321 BC. Naturally, in our time, the education system must be considered as one of the most important parts of the life of modern society, which is necessary for the successful functioning of any state. It is not for nothing that the Quran mentions education in 600 verses. For example, in the 9th verse of Sura 39 “Az-Zumar” (translated from Arabic “The Crowd”) it says: “Is it possible that the one who humbly spends the night hours, falling on his face and standing, fearing the Hereafter and hoping for the mercy of his Lord, equal to an unbeliever? Say: “Are those who know and those who do not know

equal?” Verily, only those with understanding remember edification.” Therefore, a person's quality education can not only reduce the poverty level of a country and increase the rate of rapid development of the country's economy, but also educate a nation that will ensure the security and economic development of this country. And this, in turn, will increase competitiveness in relation to other countries and provide a guarantee of its independence. In addition, the development of telecommunication technologies, globalization, expansion of international trade and other similar processes generate demand for education.

Educational activities are equated with educational services, for which many definitions that are different in content and similar in meaning are given. For example, A. Skalkin in his article gives the following definition: “Educational services are an element of educational activity that has special goals and a subjective composition. The goals of educational services are the transfer of knowledge, skills, the formation of professional skills and their mastery by students. The subjects of educational services are educational organizations represented by teaching staff and students wishing to receive an education of one level or another.”

Let us give another definition, no less important in its meaning, given in his work by V.N. Zotov: “an educational service is the volume of educational and scientific information transmitted to a citizen in the form of a sum of knowledge of a social and special nature, as well as practical skills transmitted to a citizen according to a specific program.”

Studying “educational services”, we can conclude that this is the relationship between someone who wants to receive certain knowledge and someone who provides this knowledge for a fee or free of charge. Educational services are directly involved in the formation of human capital, since the process of providing services takes place in conjunction with the creation of spiritual values, transformation and development of the student's personality.

The term “Educational services” has its own specificity, which is manifested both in traditional characteristics and in features inherent only to educational services. One of the specific features of educational services is that they belong to the category of “public goods”. Another is the impossibility of their direct monetary measurement. The price mechanism is often unable to reflect all the costs of producing educational services. This is explained by the lack of a material form and material expression of the results, their use in the course of this activity, and also the fact that they contain a useful effect in themselves. If in the material sphere they are relatively easy to measure quantitatively, for example, in pieces or kilograms per unit of production, then in relation to educational services this is difficult to achieve, i.e. services generate intangible benefits. These benefits are not subject to ownership rights: the result of the provision of educational services is the receipt of a certain level of education, which implies the paid nature of the services. Services are provided for a fee. At the same time, the educational process in state educational institutions within the framework of basic educational programs and state educational standards is free, and for the implementation of these processes an agreement on the provision of educational services is not drawn up.

And there is also another distinctive feature of educational services - the ambiguity of the goals set for organizations providing these services. As a rule, the activities of an educational institution are not directly aimed at achieving profit, i.e. many of their interests are related to the growth of welfare, which involves “receiving the profits necessary to ensure expanded reproduction.”

Based on some theoretical aspects of economic theory, educational services can be classified as pure private goods. The significant positive external effect of educational services also allows us to classify them as socially significant private goods.

Being one of the types of socio-economic benefits, educational services are additional in nature in a non-core educational institution, exceed the state educational standard, and the costs necessary for the production and consumption of such activities require adequate compensation. But at the same time, it is possible to increase the volume of supply of educational services by selecting qualified teachers, expanding the classroom fund, additional funding, etc.

Knowledge, abilities, skills, as well as specialties acquired in the course of providing educational services, on the one hand, are the motive for the consumer when he enters the educational services market. An individual strives, with the help of educational services, to get the opportunity to choose the most suitable niche for him in the labor market. Moreover, in conditions of competition between educational institutions, he has the opportunity to choose based on various factors. In terms of content, educational services are characterized by the knowledge, skills and abilities that the consumer of educational services acquires, as well as the specialty that he receives as a result.

Factors influencing consumer motivation when choosing educational services include both the main and additional advantages of an educational organization. An important role for the consumer is played by the timing, type and form of training, the level of qualifications of teachers of the educational institution, the material resources of the educational organization, which includes classrooms for classes, their equipment with modern teaching aids, etc. In turn, to attract potential consumers of educational services, benefits such as various additional advanced training or retraining courses, diplomas, certificates, free consulting, and certain benefits are used. Thus, from an economic point of view, concepts such as “enhanced product” and “potential product” are used to attract consumers. The consumer’s desire to acquire knowledge, skills and abilities that will help him gain advantages in the labor market determines another characteristic feature of educational services. This is the mutual activity of the provider of such a service, as well as its recipient. This feature distinguishes educational services from others, in most of which the client remains a passive party.

At the same time, such paid educational activities were not considered entrepreneurial. Researchers of educational legislation highlight both positive and negative aspects of introducing the concept of “educational services” into legal acts. It is customary to highlight the following aspects as positive aspects:

1. the introduction of this concept legalized paid forms of education;

2. the use of the concept of “educational services” in educational legislation allows the use of civil legal forms of regulation of public relations in the field of education;

3. the introduction of this concept contributed to the development of competition in the educational services market;

4. paid educational services made it possible to find additional non-state sources of funding for state educational institutions;

5. granting financial independence to some higher educational institutions and a number of powers of the Cabinet of Ministers and ministries, in particular, transferring the studies of foreign citizens from foreign universities to state universities of Uzbekistan and determining the internal regulations of students.

All of the above actions are aimed at creating conditions for the development of entrepreneurship and business, accelerating the process of implementing innovative developments in the field of science and education. For example, the Presidential Decree “On the Concept for the Development of Higher Education of the Republic of Uzbekistan until 2030” dated October 8, 2019 No. UP-5847 specifies plans to improve the field of education and educational services in Uzbekistan. This concept promotes the internationalization of higher education in Uzbekistan and requires some universities to have an international rating. It should be noted that our country gives priority to improving the quality of all three levels of education (primary, secondary and tertiary) rather than focusing on one level of education. About 44.4% of total social spending is allocated to finance large-scale educational policies.

The project “On the strategy “Uzbekistan-2030”” was also developed and approved by the decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, aimed at creating a New Uzbekistan, in which special attention is paid to the education system as one of the most important areas of the country’s economy. According to this project, conditions are created to expand the population’s access to all levels of education, while increasing the quality indicator.

In addition, this Strategy highlights the following main measures for the development of education in the country:

firstly, it is necessary to ensure full coverage of children with preschool education and preparatory groups;

secondly, it is required to attract 500 foreign specialists to educational organizations on an annual basis;

thirdly, it is necessary to increase the number of non-state secondary educational organizations to 1000 units;

fourthly, educators and teachers should be sent to foreign countries for advanced training and internships;

fifthly, it is necessary to increase the coverage of young people with higher education to 50 percent;

sixthly, it is required to achieve the inclusion of 10 higher educational institutions in the Top 1000 ranking of the most prestigious higher educational organizations in the world.

In the process of implementing these measures, it is also necessary to conduct

careful monitoring. In conclusion, it should be noted that investments in the development of education represent investments in the future, ensuring the prosperity and intellectual growth of the nation. It is important to urgently strive for high standards of education to prepare young people for responsible and effective roles in building an innovative society.

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