



Analysis of Specific Characteristics of Organizations Providing Higher Education Services

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ABSTRACT

This article presents an analysis of the main characteristics of organizations providing higher education services, the most important problems of higher education management.

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The system of higher education in our country is a combination of interacting components, and they include successive educational programs of different levels and directions and state educational standards, regardless of their organizational and legal forms, types and types, networks of educational institutions that implement them, educational management bodies and their affiliated institutions and organizations participate.

The content of higher professional education has a special place in the management of the quality of higher education, and their determination is carried out through state certification, licensing, accreditation of scientific and scientific-pedagogical staff.

Currently, the most important problems of higher education management are:

- determining the permissible limits of the market mechanism in the field of education;
- clarification of the ratio of the role of the state, regulation and the market in the field of education at system levels;
- development of a conceptual model of the development of the educational system;
- developing a strategy for reforming the education system.

The educational institution of higher professional education (higher educational institution - OTM) has the status of a legal entity and implements higher professional education based on professional educational programs. It is achieved through the effective activities of university branches, faculties, departments, preparatory departments, post-graduate studies, units of pre-university education, scientific-research units and other units that ensure the successful implementation of the tasks set before the higher education institution. Services in the field of higher education are mainly provided by state, non-state universities and institutes. Institutions in higher education have many complex hierarchical structures. In it, the training of students, the development of secondary and higher education, which prepares young people for a certain type of activity, including the system of social labor distribution, occupies an important place. These include various types of higher educational institutions, retraining of employees of production and non-production sectors and various forms of their qualification improvement, individual and collective training, etc. DsC) is to organize systems of successful defense of these.

A special role is played by continuous education, which is an integrated system that provides the opportunity to update and accumulate knowledge and skills throughout a person's life - from childhood to old age, and includes its stages and types. The concept of continuous education, which arose under the influence of the scientific and technological revolution in the 60s and early 80s, unfortunately, was not properly implemented, faced with great conservatism and bureaucracy.

First of all, this should be manifested in the rapid response to changes in the demand for specialists of a certain professional level in the labor market under the influence of development in economic sectors and sectors of the educational services market and strategic tasks of social development. Creating a complete system of continuing education provides feedback on the dependence of wages on the level of education, skills and scientific training. Based on the diverse needs of the market of educational services and the logical needs of continuous education, it is necessary to ensure the practical implementation of programmatic and methodological educational complexes based on real needs in the process of designing educational programs and technological training. Structurally, the continuous education system should include various subjects combined with common technologies and forms.

The concept of continuous education involves changing the paradigms of teaching (pedagogical) activity. Curricula should include the principles of the advanced character of training specialists in the formation of the content, forms and methods of personnel training in the system of continuous vocational education. This is, on the one hand, economic and social difficulties to achieve the goal of increasing professionalism, and in particular, the weakening of interest in the need for education of a large part of the people began to be observed. The working mechanism of the continuing education system should be determined by the organic unity and flexibility of direct and reverse relations with the labor market and other factors.

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The strategic nature of continuing education includes the identification of ways to change the educational system itself in order to achieve goals related to changing certain trends that have already appeared in science and society. They arise from an assessment of the current state of not only education, but also the economy, social structure, ecosphere, technology and production, as well as the place of education in social relations. Educational management is the purposeful activity of all subjects aimed at ensuring the formation and mandatory development of each educational institution, all its links, and the education system as a whole.

A certain decrease in the share of non-state higher education institutions over the years is attributed by many to the fact that most of them have not passed certification and accreditation, but since the students of private higher education institutions are admitted through a simple examination, they cannot compete with students of public higher education institutions in getting jobs in the future. The role of universities in providing educational services, training, methodical and scientific-technical product manufacturers, as well as consulting services for business structures of the country's economy should be very high.

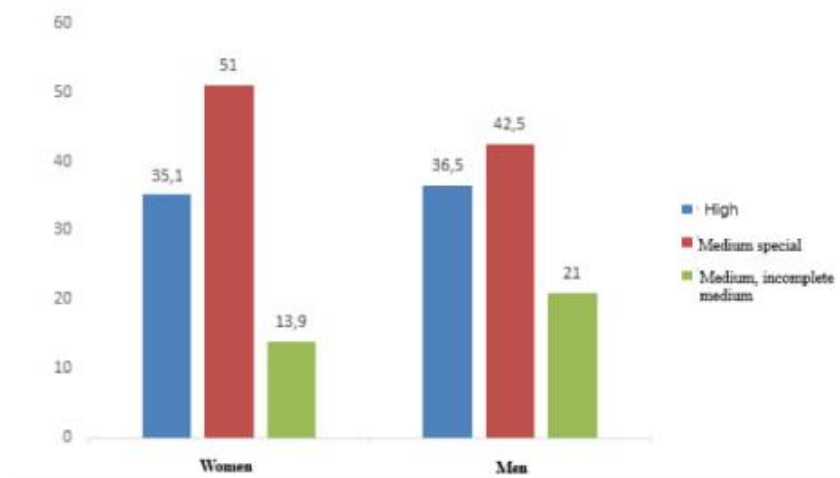


Figure 2.2.1. Information on employees in the Republic of Uzbekistan by gender, education in 2020, %

As can be seen from the above table, 36.5% of men in our country have higher education, 42.5% have secondary specialized education, 21% have secondary and incomplete secondary education, and 35.1% of women have higher education, 51% secondary specialized education, 13.9% secondary and incomplete secondary education is considered. Men are the majority among those with higher education, and women are the majority among those with secondary specialized education. Men are the majority among those with secondary and incomplete education.

Table 2.2.1. Information about higher education institutions ¹

| № | Higher educational institutions | 2018 year | 2020 year | The difference between 2020 and 2018 |
|---|-------------------------------------|-----------|-----------|--------------------------------------|
| 1 | Total OTM | 98 ta | 119 ta | +21 |
| 2 | Foreign OTM | 9 ta | 18 ta | +9 |
| 3 | Number of students, thousand people | 360,2 | 441 | +81 |
| 4 | Daytime | 313 | 360,1 | +47 |
| 5 | external | 46 | 73,6 | +27,6 |

From the information given in Table 2.2.1, it can be said that in 2020, 119 higher education institutions were operating in our country, which increased by 21 compared to 2019, and we can see that the number of higher education institutions in this country is increasing. In two years, the number of higher education institutions in our country increased to 21, while the number of foreign higher education institutions increased to 9. The number of students studying in them increased to 81,000 in two years, and the number of students in the full-time department increased to 47,000, and in the part-time department to 27,600.

It should be noted that the increasingly competitive environment in higher education began to intensify over the next two or three years. A competitive environment is being formed between universities and their customers, that is, applicants (students), those who want to improve their qualifications, public and private higher education organizations for second education.

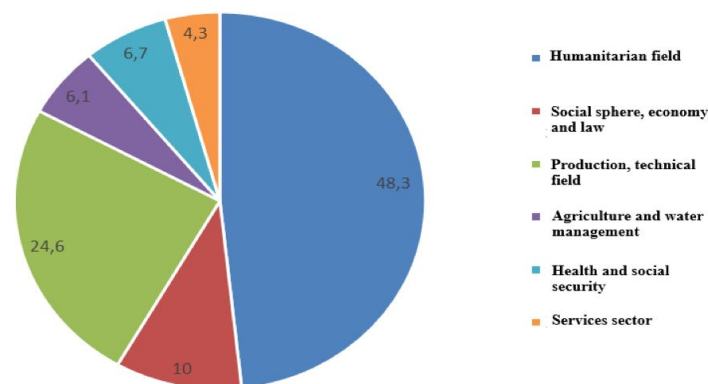


Figure 2.2.2. Information on the fields of study of students of HEIs in the 2019-2020 academic year, %

Figure 2.2.2 presents information on the fields of education of students of higher education institutions, according to which 48.3% of students are in the humanitarian field, 10% are in the social field, economy and law, 24.6% are in production, technical fields, 6.1% students are studying in the fields of agriculture and water management, 6.7% in the fields of healthcare and social welfare, and 4.3% in the field of services. The highest rate is observed in humanitarian and production, technical fields, thus we can observe that the interest of students in these fields is increasing, and new jobs are being created in these fields.

¹ "Uzbekistan in numbers" based on the information of the State Statistics Committee of the Republic of Uzbekistan

In our opinion, in the future, it is necessary to increase the number of students studying in the field of services, for this, we need to accelerate the processes of creating new jobs in these fields, and quickly bring services and service industries to rural areas. Because in developed countries, about 60-70% of the gross domestic product is created in the service sector, and we need to deeply study the experiences in this sector.

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