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THE MAIN INDICATORS OF INCREASING COMPETITIVENESS OF HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This scientific paper focuses on the competitiveness of higher education institutions and gives suggestions and conclusions about the development of society and economy due to the increasing competition among Higher Education Institutions. Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. This is also important for the work being done to give more autonomy to the universities. If the conditions are different, then it is also illogical and erroneous to demand that the final result be the same. This is also an important issue. However, the possibility of investing in the scientific base of these higher education institutions is limited to one simple reason: it does not quickly bring profit.

KEYWORDS: *Competition, Development, Economy, Society, Consumer, Education.*

INTRODUCTION

On may 28, President of the Republic of Uzbekistan Shavkat Mirziyoyev held a meeting dedicated to the discussion of the priority tasks of ensuring the competitive environment in the economy and protecting consumer rights. At the meeting, it was noted that it is necessary to create a completely new system on the development of competition and the fight against monopoly.

In the higher education system, instructions were given on the development of competition in the direction of opening a separate faculty, day and correspondence reading form, introduction of new science and allocation of academic hours for these purposes.

The Higher School of business and entrepreneurship has organized short-term training courses on the development of competition for managers and managers of monopoly enterprises, and the educational process has been entrusted with the task of attracting experts and professors from international financial organizations.

In the current globalization period, competition among higher education institutions, like all other sectors, this is, also, growing. In this process, the rating of institutions of Higher Education is of great importance. Therefore, it is very important to ensure the unity between Higher Education Institutions and production as well as to establish innovative cooperation.

Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. But now most of the work in Higher Educational Institutions is not used in the production of scientific works of scientists. The reason is that partnerships between manufacturing enterprises and institutions of Higher Education are not at the required level. At the same time, the scientific work of many scientists has a theoretical character or is not associated with production at all.

In the international experience, the state participates to a certain extent in the management of Higher Education. In industrialized countries, the state is indirectly involved in this process. The state does not give instructions on what or how to teach, how many hours to allocate to science and how much money to spend. The state can participate in the management of higher education through observation or board of trustees, various financing schemes or some kind of regulatory functions. Without the participation of the state and its financial support, higher education institutions cannot work fully and efficiently. For example, in Great Britain, the state takes indirect part in the financing of Higher Education Institutions. Direct money is not transferred to the budget of Higher Education Institutions. There are financial councils known as Funding Council, through which students' readings are financed. In this case, educational loans are allocated not by banks, but by financial councils. And this is a clear principle for the competitiveness of Higher Education Institutions. Another example is that the state allocates large sums for research in tertiary institutions through various savings and financial structures. And this makes a significant contribution to the growth of the economy as well as the development of institutions of Higher Education in a certain period of time when the funds allocated through financial structures are properly channeled.

If competition develops in higher education, this should naturally lead to quality improvement and a decrease in the price of services. Because in the market there will be an increase in the offer and choice. And this sets the task of training personnel to higher education institutions, which can meet very high demands and modern requirements.

In 2016 in Uzbekistan there were 75 higher educational institutions throughout the Republic, today their number has reached 131. Almost a quarter of them are International Higher Education Institutions.

The level of coverage with higher education has also doubled. If in 2016 year this indicator was about 9%, then to date, the coverage with higher education has approached 25%. Until 2030 year, it is aimed to bring this indicator to 50%.

I only applaud the competition between different forms of ownership in higher education. But for competition, the starting positions must be equal, then the competition will be fair. The competitive environment for all educational institutions should remain the same. In turn, the personnel trained by Higher Education Institutions will be able to meet the modern requirements. If your opportunities are limited in a certain sense, and the activity of your competitor is not subject to such limits, then naturally there cannot be talk about fair competition. This is the law of Economics. The legal, administrative or financial conditions of private and Public Higher Education Institutions are completely different.

In order to compete equally with international higher education institutions or compare ourselves with foreign Higher Education Institutions, we must be on equal terms with them. This is also important for the work being done to give more autonomy to the universities. If the conditions are different, then it is also illogical and erroneous to demand that the final result be the same. But are the Higher Education Institutions themselves ready for this autonomy? This should be a step-by-step process. From 2022 onwards, about 30 higher educational institutions of the Republic will undergo autonomy in the management, financial and educational process. I hope that this process is much more of a relief and convenience for tertiary institutions, which will lead to increased competitiveness.

Why should not private tertiary institutions set a priority goal of receiving benefits?

Only one-third (33%) of students from around the world study in private higher education. Approximately 70% students study in Higher Education Institutions with state participation. Most private universities, no matter how strange, are located in developing countries. Latin America is in the first place in this regard, almost 45% of Higher Education Institutions in the region are private.

72% of students in Brazil study in Private Higher Education Institutions. Almost 79% in Japan, South Korea and the Philippines also have a large number of students studying in Private Higher Education Institutions. But these higher education institutions do not belong to some kind of person. Often they are specific corporate higher education institutions created by large companies.

Even if higher education institutions are private, this does not mean that its purpose should be to take advantage of. Most Private Higher Education Institutions perform the function of contributing to the development of society for an impartial purpose. In fact, these are public organizations and they are registered as “not for profit”. People who manage this institution also cannot receive income from this activity. All the benefits that can be obtained are directed to the university itself.

Opening higher education institutions both in international practice and in the example of Uzbekistan for profit is not a good idea. The money invested in education can justify itself after a long period of time. You can earn income only after 5-10 years after the start of your business activity. This is not an area that immediately generates huge profits. And this greatly contributes to the development of society, the development of the economy and the development of the future generation of mature educated people. If the goal is to make a profit, it can have a huge impact on quality. For the founders of such a university, quantity is of paramount importance than quality. Accepting more students, waiting for them to finish faster and earning more quickly becomes the main goal.

There are many other areas in which your investments start to generate profits faster. This area should include people who aim to contribute to the development of society. That is, individuals who are able to invest in the development of education, including higher education.

On the scientific potential of State Higher Education Institutions

International or private higher education institutions can attract students with more appearance, condition or material and technical base. This is also an important issue. However, the possibility of investing in the scientific base of these higher education institutions is limited to one simple reason: it does not quickly bring profit. The organization of the educational process is only one side of the issue, but institutions of Higher Education — this is both scientific work and scientific activity.

Get any prestigious university; whether it's Oxford or Cambridge, they are famous primarily for their academic achievements, scientific bases. As for scientific activity—this is an area that requires very serious investments, and it is also unlikely that it will bring you income in the near future.

And in higher educational institutions with the participation of the state, the scientific potential and scientific base have already been formed and exist. And for any new private institution, it will be difficult to compete with the state Higher Education Institutions on this issue. But this potential should be manifested in the improvement of the material and technical base, in new teaching methods.

On the increase in the amount of “contract” and payment methods

Now higher education institutions are gradually moving to financial autonomy. In financial autonomy, Higher Education Institutions cover all costs from the account of their own funds. The funds allocated by the state will be much more limited. Of course, even if universities move to financial independence, to a certain extent it will be a state order and it will be covered from the account of the state budget.

But universities will have to provide their financial stability mainly by itself. In the first place, this is covered by the student's payment-contract funds.

The more students study in higher education institutions, the cheaper the cost or cost of educational services for one student. But if the students are less, then the cost will also increase.

There are several ways to facilitate the payment of “contract” for students. There are a lot of opportunities and this issue cannot be left only to the student himself.

One of them is educational loans. Countries in the world where students or their parents pay for educational services themselves are very few. There is such practice in Uzbekistan, but the scope of obtaining these loans is limited.

The third is the involvement of various organizations. For example, employers can choose the best students, and then, on condition of production, they can fully or partially compensate for the payment-contract money. We are also actively working on this issue.

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