

FEATURES OF THE MARKET OF EDUCATIONAL SERVICES AND THE PROBLEM OF INTERACTION OF HIGHER EDUCATIONAL INSTITUTIONS WITH EMPLOYERS

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Annotation

The article considers the development of the market of educational services, reveals its features, analyzes the concept of educational service. In connection with the formation of a multi-layered educational system and the formation of a market for educational services, higher educational institutions of the country face a number of problems related to the need to adapt to tough competitive conditions.

Keywords: university, educational service, market of educational services.

Introduction

In educational institutions, one of the main goals and tasks is to improve the level of its services and adapt educational services to world standards.

Educational services are one of the directions that are widely and rapidly improving within the framework of the development of the service sector in the era of globalization. In the post-industrial stage of socio-economic development, the importance of intangible factors of increasing production efficiency is increasing. This is reflected in the significant contribution of educational services in the dynamic development of the post-industrial society, in particular, economic sectors. In societies that ensure high efficiency through information supply, information exchange, information processing and the use of information technologies, the desire to improve the modernity and speed of educational services and the composition of its consumers is increasing day by day, while the competitive relations in the field are intensifying. In such conditions, the need to further improve the marketing of educational services increases.

Literature analysis

Just as every field has its own researchers, the market of educational services has its own researchers. They traditionally follow the general definition of the market, in which they represent the specific characteristics of goods circulating in the market of educational services, that is, educational services. We can find many explanations and descriptions of the term "educational services market" in modern, educational manuals and scientific literature dedicated to various areas of the development of this market.

At this point, Shevchenko A.D. Considers that the market for educational services is all potential consumers who can enter into an exchange relationship with a seller, seeking to satisfy their educational needs [1,68]. Berezin I.S. Defines the market of educational services as "all material relations between the participants of the educational process: students, organizations providing educational services, persons and organizations who pay for these services." Berezin I.S. gave conclusions and suggestions about the material relations between the participants of this process. V. Ramzayev defines the market of educational services as "a system of economic and organizational relations for the sale and purchase of a specific product (paid educational service) in the process of meeting the educational needs of individuals and society."

The term educational services market does not have a specific or generally accepted scientific definition. Many definitions given in the literature are close to each other, do not exclude each other and do not contain any basic ideas.

Berezin I.S. emphasizes that the main segments of the market of educational services have been identified with the country's transition to a market economy. They are state and non-state directions. But now this division does not fully represent the diversity of the education market.[2]

Analysis and Result

The market of educational services is determined by the sphere of formation and functioning of supply and demand for these services. The sellers (producers) of educational services are all types of educational institutions, regardless of the form of ownership, and the consumer is a citizen. One of the features of this market is the possible discrepancy between the payer and the consumer of these services in one person due to the fact that educational services are a rather specific product. The payer for educational services can be both the state (through budget financing of an order for the training of specialists), and enterprises, funds, and individuals. Features of the functioning of the market of educational services is determined by the specifics of the product sold in this market, which is fundamentally different from any other traditional product.

Due to its characteristics, the educational service acts both as a private and as a public good, that is, it is mixed. This is especially true for higher education services. The high social significance of education at present, the need to ensure access to quality education for all citizens of a civilized society are the key to successful socio-economic development of the country. More than 60% of the increase in national income in developed countries is currently provided by the increase in knowledge and the increase in the educational potential of society. At the same time, education is also considered a private good, since, by receiving it, a person realizes himself, receives a guarantee of professional success, and in addition, education is considered a means of social protection against fluctuations in the labor market. At present,

this opinion on the economic nature of higher education services prevails among domestic and foreign specialists. [1, p.97].

The dual economic nature of higher education services allows us to conclude that the private and public sectors of higher education can exist in a market economy. The economic mechanism of higher education must simultaneously fulfill the principles of both market and state regulation. [3, p.85].

All people to a certain extent feel the need for knowledge, which is satisfied in the process of obtaining education. From the point of view of the public good, educational services can be defined as a means of satisfying the need for education, the definition and satisfaction of which takes place precisely in the market of educational services.

In the theory of quality management, a service should be directed to a specific consumer. The university needs to determine the unexpected and expected needs of specific consumers in order to adequately meet the educational needs. It follows from this that an educational service is an activity whose purpose is to satisfy the expected and unexpected educational needs of specific consumers. [2, p.114].

From the point of view of an employer, university graduates should have at least the following characteristics:

- Possess sufficient practical and theoretical knowledge in order to ensure high labor productivity, reduce the cost of the enterprise for additional training of young specialists, retraining of personnel;
- To have personal qualities necessary for modern production: initiative, resistance to stress, purposefulness, high motivation to achieve success, ability to work in a team, creativity, ability and desire for self-learning and self-development, responsibility, etc.
- Possess a high capacity for work, which means the presence of physical endurance and good health.

In order to be realized in life and take a worthy position in society, individuals need to receive in the process of education:

- Theoretical knowledge, practical skills, skills that will be needed in order to carry out their future activities, benefit society and earn income.
- The level of intelligence, which involves the ability to solve problems of varying complexity and nature, as well as abstract thinking.
- Developed professional and personal qualities.
- A number of personal and psychological characteristics, which include organizational skills, responsibility for committed actions, etc.
- Personal health and physical skills that contribute to high performance.
- High level of culture and education. [2, p.57].

There are also a number of requirements that reflect the needs of society in higher education:

- Implementation of the training of highly qualified personnel who are able to cope with tasks (including creative ones), conduct both applied and fundamental research that ensures progress in all areas of knowledge and sectors of the national economy.
- Training of highly qualified personnel who are able to most effectively solve practical problems related to different fields of activity.
- Education of highly educated and culturally advanced people to preserve and enrich the national culture.
- Preparation of healthy and physically developed individuals through the physical education of students.

Despite the unity of interests of the individual student, employer and society in theory, in practice there is a certain mismatch, a gap between the interests of educational institutions that provide educational services and employers, who are ultimately consumers of the “product” of the educational process. Educational institutions are insufficiently focused on training graduates with those professional and personal qualities that are really in demand by employers. One of the main claims of the latter to universities is the isolation of the theoretical knowledge of young specialists from practice. This disadvantage is manifested in the inability to handle modern equipment, in the psychological unwillingness to work in modern production: to manage workers, the ability to behave in a business environment, etc.

Such a discrepancy gives rise to employment problems for graduates of vocational schools, the problem of a shortage of required personnel for enterprises, which ultimately creates an imbalance in the supply and demand of skilled workers in the market. The situation is aggravated by the weak orientation of the education system in determining the structure of training specialists to the real needs of employers; the payment for the provided educational services directs universities to increase enrollment in those specialties that are in demand by applicants, who are often poorly or incorrectly informed about the real situation on the labor market.

At the same time, it is education that should play a key role in providing the economy with competent, highly professional workers, thereby contributing to the stable long-term economic and social development of the country. In order for the education system to fully fulfill this role in modern market conditions, an effective system of interaction between vocational schools and employers is needed with the active participation of the state. The basis of such cooperation can be a system of social partnership, which will contribute not only to improving the effectiveness of training, but also to the development of the training system, taking into account the needs of the individual, enterprises and society; to promote equal access to education, the achievement of continuous socio-economic development.

The interaction of these entities should be based on the principles of equality of the parties, respect and consideration of the interests of all parties, systematic and consistent interactions, voluntary acceptance of obligations, the interest of the parties in achieving the goals set, the

reality of the obligations assumed and the obligation to fulfill them, the responsibility of the parties. Currently, there are various forms of interaction between universities and employers that help bring the structure and level of training of graduates of educational institutions into line with the requirements of employers. These forms include the participation of employers in the adjustment of professional educational programs, participation in the educational process of the university (lecturing, supervising the work experience of students), targeted orders from enterprises to the university for training personnel, holding joint scientific and practical conferences, seminars, round tables and much more. .

An indispensable condition for this interaction is the active regulatory and coordinating role of the state represented by public authorities. The forms of state participation in this process can be the development and implementation of regional programs to support young specialists in specialties in short supply, labor market monitoring, the organization of job fairs for graduates, career guidance work with applicants and school students, the provision of awards and scholarships to students, grant support, targeted admission to universities in the interests of the development of the region's economy, the organization of educational and industrial complexes, and much more.

Only the interaction of professional educational institutions, employers and the state can ensure the effective functioning of the educational services market, which ensures the balance of demand and supply of qualified personnel necessary for the successful economic development of the country.

Conclusion

Most higher education institutions, in order to achieve the greatest effect from their activities, use differentiated marketing, when several market segments are selected and an appropriate marketing mix is developed for each.

Thus, segmentation of the market of consumers of the main educational service, drawing up a portrait of segments and selection of target markets is a step towards the university taking the most competitive position in the market.

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