

QUALITY OF EDUCATION AS A STARTING POINT OF ECONOMIC GROWTH IN UZBEKISTAN

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Abstract

The article examines topical problems of improving the quality of education and its key role in achieving the goals of accelerated socio-economic development of Uzbekistan. However, over the years, a huge number of problems have accumulated in the country's educational system, which significantly reduce the prestige and efficiency of the education system. The article reveals the reasons that gave rise to negative trends in the field of education, analyzes the active efforts made by the state to eliminate them, substantiates their inadequacy to solve the acute problems of economic growth in the country. In it, a radical improvement in the quality of education is considered as the most important way to solve the pressing problems of labor migration of the population and employment of the unemployed.

Keywords--- Education, Quality of Education, Education System, Reforming the Education System, Incentives for teachers, Higher Education, Labor Market, Labor Migration.

In the context of education is a key area of priority development of the service sector in Uzbekistan. In modern conditions, the basis for the development and prosperity of the economy of any nation is highly qualified and well-trained personnel. The country's educational system and the vicious practice of training professional personnel for several decades have left an indelible negative imprint on the quality and efficiency of not only educational services, but also all other branches of the tertiary sector and the economic development of the country as a whole. Education is a key area of priority development of the service sector in Uzbekistan. In modern conditions, the basis for the development and prosperity of the economy of any nation is highly qualified and well-trained personnel. The country's educational system and the vicious practice of training professional personnel for several decades have left an indelible negative imprint on the quality and efficiency of not only educational services, but also all other branches of the tertiary sector and the economic development of the country as a whole.

Higher education was available only to a limited, select circle of young people, and in most cases, they did not have strong knowledge and ability to study. Along with studying at school, the so-called tutoring became widespread, which had a very negative effect on the prestige and image of school education and on the quality of vocational education in general. Before gaining political independence and all the years of independent development after it, a very important element of the market was absent in the education system - the competitive aspect, which could not but affect the quality of students' knowledge, and with them the quality of theoretical education of the labor force and the rate of economic growth in the country.

As a result of all these distortions and distortions, deep theoretical knowledge in the chosen specialty has become unclaimed, and college studies have become formal and unattractive.

Uzbekistan has set ambitious targets to improve the education system and develop human capital. Within the framework of the innovative scenario of the comprehensive socio-economic development of Uzbekistan, it is planned to finance education at the level of 7-8% of GDP, increase the share of financing for higher education to 2%, and bring higher education coverage to 40%. By 2030, it is planned that at least 5 national universities will enter the TOP 500, and the country will enter the TOP 30 in terms of the quality of school education [1].

In the context of the ongoing measures to reform the education system, there are already certain positive results: the number of young people entering universities is growing from year to year; a system of additional payments to teachers is being established; new educational institutions are being created, requirements for the organization of the educational process are increasing, the rights and independence of educational institutions are expanding, etc. However, we are still at the beginning of that long path, having passed through the many barriers of which, we will be able to arrive at a society where education will really play a decisive role in the development of the economy and the prosperity of the state. The strategic program for the radical improvement of the education system and a radical increase on this basis of the quality of knowledge of graduates will be successfully implemented if the efforts of all branches and levels of government are combined, if the problems are solved in a comprehensive manner with the effective use of the method of public-private partnership.

In order for the education system to turn into a locomotive that would pull all sectors of the economy to new frontiers of development, it is necessary to create a model of education that would, based on the best world experience, but not blindly copy all other people's samples in a row, but only creatively and skillfully using it, as well as using the centuries-old rich national

traditions in the field of education, she entered the forefront of world development and would determine its specific directions and results.

This requires growth points that provide an opportunity for a sharp increase in the quality of education. First of all, a stable balance is needed between practice-oriented knowledge and fundamental sciences and theoretical background, as well as skills in applied scientific research. It is required to create an interactive educational process, active development of distance education, to formulate the concept of lifelong education, one should take into account the importance of the factor of integration, "international education", so that, for example, the university is attractive and interesting for both domestic and foreign students, has a positive image in the world market educational services [2].

In our opinion, it is necessary to create an educational strategy in the country that would ensure the proper competitiveness of domestic goods and services in the world market. This aspect is of exceptional practical importance on the eve of Uzbekistan's accession to the WTO.

The development of the education system is impossible without the conformity of the material and technical base to modern requirements, introduced by the latest education technologies, and implemented innovative programs. This requires a constant purchase for educational institutions of the latest domestic and foreign samples of equipment, including for training future specialists in information, control and telecommunication systems, conducting full-scale research and development work in universities with the involvement of students. Regular repair work and construction of educational institutions and their infrastructure are required based on modern requirements.

An analysis of the activities of educational institutions indicates that the state clearly underestimates the work of teachers, scientists and, in general, all those who work in the education system, are engaged in scientific research. This attitude of the state to the work of teachers and scientists, to its role in the socio-economic development of society has a very negative impact on the provision of educational institutions with highly qualified personnel. In the structure of the teaching staff of universities, the share of doctors of sciences is only 5%., Candidates of sciences - 25.5%. And by this the state neglects its intellectual potential and reduces the degree of positive impact of education on the economy and development of the country. It is necessary to continue the course of increasing the number of higher educational institutions and to dramatically increase the coverage of youth by the higher education system (currently it is only 15%, and in Kazakhstan - 46%, in Russia - 79%, in the Republic of Korea - 95%).

To further improve the education system and improve the quality of educational services in order to enhance their positive impact on the economic and social effectiveness of the development of society, it is necessary to create and strengthen a strong competitive environment between educational institutions at all levels of education.

According to the official statistics of the State Statistics Committee of the Republic of Uzbekistan in 2018, the average monthly nominally accrued wages of workers in the country amounted to 1,822 thousand soums (an increase in comparison with 2017 by 25%), and in the field of education, the average monthly nominal salary was 1,396 thousand soums (an increase in comparison with the previous year by 20.4%). These figures show that in the education system, the average monthly wage was 76.6% of the national average as a whole. Moreover, the growth rates of wages in education were slightly lower than the growth rates of average wages in the Republic as a whole. In 2018, in higher education, the average salary reached 2,340 thousand soums, in the average specialized one - 1,460 thousand soums, in general average - 1,420 thousand soums, in preschool education - 955.9 thousand soums. At the same time, the average salary of industrial workers amounted to 2,731 thousand soums (almost twice as compared to the education sector), workers in the information and communication sector - 3,347 thousand soums (almost 2.4 times more), workers in the banking and insurance sectors. , leasing, credit and intermediary activities - 3501 thousand soums (more than 2.5 times) [3]. To remedy this situation in the field of education, important measures have been taken. Over the past three years, teachers' salaries have been increased by an average of 2.5 times. Clear criteria have been defined to stimulate the work of teachers working in remote areas, they are paid allowances of up to 50 percent. Unrelenting attention is paid to strengthening the relationship between the results of the work of scientists and the teaching staff of universities in research work with the release of scientific products into economic practice and international prestigious publications and the amount of material remuneration for their work, material incentives for productive work.

However, these measures are insufficient to solve the acute problems that have accumulated in the field of education, to turn the education system into a real driver for the development of the service sector and all other sectors of the economy that use the benefits created by it, i.e. knowledge. It is necessary to create a modern and reasonable system of education and upbringing, a radical update of teaching methods and educational standards, textbooks and manuals, the importance of using advanced foreign experience in teaching should be taken into account, and in the process of upbringing, we should rely more on national traditions and values accumulated over thousands of years.

It seems appropriate to implement the principle “From high quality education to economic growth and prosperity”. A radical improvement in the quality of education in the country is the only true, shortest, and at the same time the most reliable, and most importantly, a low-cost way to achieve our main goal and lead the national economy onto a spacious road of outstripping economic growth.

In the end, through our minds, we must understand that if we, having a great labor potential, a rich historical and cultural heritage, an enviable national wealth accumulated over the centuries by the labor of our ancestors, excellent natural and climatic conditions, a huge supply of materials and raw materials, today is our country at face value, GDP per capita in the list of 190 countries of the world takes only 159th place (IMF rating, 2018), and 15% of the population lives below the poverty line, then the main, if not the only reason, is our shortcomings and omissions in the education system. How else can one explain the fact that a country with such a huge economic potential is forced to emigrate its labor force to other countries of the world? According to some reports, at present, approximately 2.6 to 3 million people. of the able-bodied population of Uzbekistan (which is more than 9% of its total population), went abroad in search of suitable work and acceptable wages [4].

After all, a country, with an efficiently functioning economy, could well provide decent jobs with high wages not only for its able-bodied population, but also create many more (for example, at least 2-3 million) jobs on top of that, where migrants could find jobs. from other countries, thus adding new values to the country's gross domestic product. We are deeply convinced that the outflow of labor (and as practice shows, a more proactive, mobile and socially active part of it with a fairly high level of qualifications) outside the republic in search of higher wages is not entirely justified [5]. It has a very negative impact on the qualitative composition and professional level of those employed in the economy, on the level of productivity of social labor, on the efficiency of the functioning of the entire national economic complex of the country. The outflow of labor from the Republic is not justified, not only and not so much from an economic point of view, but from a social and especially moral point of view.

The assumptions and forecasts of some specialists that workers who emigrated abroad sooner or later return to their homeland, but already better prepared with the experience and skills acquired abroad in organizing high-tech production, using the most modern technology and resource-saving technology, in practice did not come true. Real life shows that a certain part of those who go abroad in search of high wages for various reasons do not return at all, and those who come back do not have any special changes in knowledge and professionalism, which in fact would

allow raising the domestic economy to a qualitatively new level. Obviously, the reason for this is that our compatriots, in some cases certified specialists, when traveling abroad, in most cases perform non-prestigious work that does not require special training, knowledge and qualifications. It is clear that in such conditions, not only does the professional growth and enrichment of the knowledge of the emigrated worker fail, on the contrary, his qualifications decrease, the knowledge previously acquired and accumulated over the years becomes obsolete or erased from his memory. It is obvious that the knowledge gained at the time at the cost of large expenditures of our resources and efforts of the worker himself and so necessary for the rise of the national economy, with a different system of economic relations and under different production conditions, could give a colossal economic effect.

From our point of view, the export of labor, especially in the form in which it exists in our present form, is unpromising and unreasonable for Uzbekistan. At first glance, with a superficial approach, it seems that our compatriots who emigrated abroad do not create any headaches for the state, they themselves find jobs and earn a lot, thereby providing themselves, their family, parents with decent (by our standards) earnings. Last year alone, our migrants sent 4.7 billion US dollars to their families and friends in Uzbekistan. Of course, this is a lot of money and makes up almost 10% of the country's GDP.

Moreover, migrants use some of the money they earn to cover their current needs. Moreover, a certain part of the money earned comes through unofficial channels and is not taken into account by the statistical authorities. Now let us hypothetically imagine what would happen if these 2.6 to 3 million compatriots who emigrated abroad in search of high-paying jobs were now in Uzbekistan. A very, very terrible and difficult to predict picture would have formed: a whole army of unemployed, still an acute shortage of jobs, a mass of unemployed people dissatisfied with their lives, an increase in poverty, etc. And so they let all of them go abroad to work and there are no problems, as the wise proverb says, "and the guests are fed and the sheep are goals." Everything is very wise and very simple. Is this really so?

However, if we approach the problem deeper, broadly, from the standpoint of a far-sighted and prudent economist, and most importantly, from the point of view of the interests of the state, society, and the whole people in the distant future, then the complete hopelessness, absurdity and shortsightedness of such an approach to solving this fateful and extremely important problems for the country will become more than obvious. By and large, these compatriots working abroad could quite successfully work at home, and in the presence of the same economic conditions, create an equal value added in Uzbekistan. They would receive their share in the form of wages

(the same 4.7 billion US dollars) and would also bring great benefits to society in the form of taxes and profits of business entities at the expense of the other half of the value newly created by their labor, i.e. the surplus value of the employee created by the surplus labor in the surplus time of the working day. Therefore, if we proceed from the prevailing share of hired labor in the newly created value (38%), then only due to this factor, the GDP of Uzbekistan can increase by 10-12 billion US dollars. Nevertheless, this simple truth is not embodied in our practice in any way and cannot make its way into the honorable list of factors of paramount importance for the revival of the economy of Uzbekistan on a market basis.

The main reason that Uzbekistan ranks only 159th in terms of GDP per capita in the list of 190 countries of the world is not that we do not have enough resources, but that we do not know how to efficiently and prudently use them. It is for this reason that about 3 million of our compatriots are forced to leave their native land and look for a suitable job with decent wages in other countries. For the same reason, we, having enviable material and labor resources, cannot create in our country a sufficient number of productive jobs and provide them with decent wages.

Jobs in the country are the competitiveness of the products of domestic producers in the world market, which, other things being equal, depends primarily on the price and quality of the products offered for sale. High quality of goods (services) at an affordable price is the main condition for achieving the competitiveness of the national economy in the international market. It is provided, in the presence of the necessary production resources, objects of labor and other means of production, by workers who combine all factors of production together, create a new use value in the form of a new product (service). The value of the created use value and the degree of utility of the produced product increases with the improvement of the quality of labor of workers who created it by their labor in the production process.

Our economy suffers greatly from the poor quality of labor potential. First, as already noted, due to the low proportion of graduates with higher education in the total number of people employed in the economy (quantitative parameter of education). Secondly, due to the low level of knowledge, qualifications and professionalism of these graduates (a qualitative parameter of education). Both of these factors together have a very negative impact on quality and price, and hence on the competitiveness of the products of domestic producers.

From the above, an important conclusion suggests itself that, using the enormous potential of the education system, it is necessary to achieve a radical improvement in the quality of the country's labor potential. Moreover, the qualitative composition of the labor potential should be improved not only and not so much by increasing the admission to universities and increasing the share of

specialists with higher and secondary specialized education in the total number of people employed in the economy, but by dramatically improving the quality of their training, equipping specialists with solid knowledge and skills of professional work.

We should have stubbornly pursued this from the very first days after gaining our political independence. We missed a very expensive time for improving the quality of labor potential with a focus on accelerated economic growth and limited ourselves to providing an opportunity for those wishing to go abroad to work. It is now very difficult, if at all possible, to quantify the enormous losses the country has suffered due to the wrong strategy of managing Uzbekistan's rich labor resources.

It is impossible to turn history back. But you can learn from it very useful, instructive lessons for the future. "Better late than never" is a wise proverb. The sooner we launch mechanisms for a radical transformation of the entire education system and a radical increase on this basis of the quality of the country's enormous labor potential and turn education into the main point of economic growth, the sooner we will come to building a prosperous society with a rapidly growing economy.

To get into educational process, people need to deeply explore their internal and external capabilities. It is necessary to pay attention to the following:

1. Has knowledge and skills in the field of education;
2. Own personal funds and property;
3. His family supports his educational plan to start a business under the education.
4. Possibilities to lend to friends and close relatives for a certain period of time of the education;
5. Availability of vacant land for the educational enterprise he intends to open;
6. Availability of manpower in the area to work in the educational enterprise;
7. Availability of vehicles and road to the educational enterprise.

Many people who want to become an entrepreneur think that starting their own business is a better way than buying an existing business under the education. This approach brings great success and victories to educational entrepreneurs. It turns, leads to higher risks and, as a result, greater profits and profits.

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