

**Fragen der Schaffung eines wettbewerbsfähigen Umfelds im Bildungsbereich
Doktor der Rechtsphilosophie (PhD)**

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Zusammenfassung: Es werden Fragen im Zusammenhang mit der Bedeutung von Globalisierungsprozessen für die Schaffung eines wettbewerbsfähigen Umfelds im Bildungsbereich und der Rolle von Investitionen in Humankapital analysiert. Darüber hinaus wurden verschiedene Merkmale der Entwicklung eines Wettbewerbsumfelds hinsichtlich der Gewährung akademischer Unabhängigkeit an Hochschulen und des Eintritts nichtstaatlicher Bildungseinrichtungen in den Bildungsmarkt untersucht.

Schlüsselwörter: Globalisierung, Humankapital, akademische Unabhängigkeit, nichtstaatliche Bildungseinrichtungen, Bildungsmarkt.

Issues of creating a competitive environment in the field of education

Doctor of Philosophy in law (PhD)

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Abstract: Issues related to the importance of globalization processes in creating a competitive environment in the field of education, the role of investment in human capital are analyzed. In addition, various features of the development of a competitive environment regarding the provision of academic independence to higher educational institutions and the entry of non-state educational institutions into the educational market have been studied.

Keywords: globalization, human capital, academic independence, non-state educational institutions, educational market.

Knowledge and learning is a natural need of man as a thinking being. A person cannot live without education, because first of all it affects his psyche. Education is constantly developing as a natural process of development of society. The development of educational systems depends on the environment created and the ability of this environment to develop.

Educational systems take on the character of a struggle for existence, where the abilities and opportunities of each person are unequal. There are many different forms of wrestling, and they all involve elements of competition or competition. It is necessary to distinguish between inter-system and intra-system competition.

Competition within the system takes place in very difficult conditions for career growth, since all participants in the system require the same living conditions. First, the role of the individual characteristics of each of the participants and, therefore, its contribution to maintaining the internal state and external state of this system. Therefore, the ability of employees shows the competitiveness of any organization. Intersystem competition often takes the form of a struggle to increase the share of services in the market, and its intensity increases with the increase in territorial market density.

Competitive behavior is becoming a key feature not only of people, but also of the educational system, and leads to continuous improvement of both.

As a result of many studies conducted in education, it was found that the greatest pressure of the external forces of the globalization process belongs to the national education system, each of which has its own characteristics and experience in personnel training. Changes in global and world education systems make national education systems more competitive and more autonomous.

Globalization is a natural consequence of the development of any system that obeys the law of continuous growth. This process cannot be stopped or resisted, but controlling this process is the ultimate result of human decision-making. Globalization that has formed in the world seeks to create a single market space of America, Europe, Asia, including the field of education. In addition, education as a system plays a leading role in organizing the world information flow and promoting global communication.

National education systems of foreign countries try to maintain and improve their position in the world market. For example, small European countries (Luxembourg, Denmark, Latvia, etc.) have made large direct investments in human capital. To a large extent, efficiency is determined by the intensity of scientific discoveries, high-tech innovations. The most important for this is the correct determination of the ratio of financing costs. Most developed countries focus on this at the individual state program level. The state's approach is mainly to attract the private sector to science by supporting it.

For example, according to the statistical data analysis of the Institute of Statistical Research and Knowledge Economy of the National Research University of the Higher School of Economics of Russia, the expenses of the developed country for science in 2020 are presented in the following table [1.].

No	States	Expenditure on science					
		Expenditure on science		Gross domestic product		1 researcher (full-time)	
		rating	Bln. dollar	rating	%	rating	A thousand dollars
	USA	1	657.5	9	3.07	2	390.7
	China	2	525.7	14	2.23	10	249.2
	Japan	3	173.3	5	3.24	9	254.1
	Germany	4	147.5	8	3.18	3	328.2
	South Korea	5	102.5	2	4.64	14	238.0

	France	6	72.8	15	2.19	15	231.7
	India	7	58.7	45	0.65	32	171.8
	Great Britain	8	56.9	22	1.76	26	179.3
	Russia	9	44.5	37	1.04	44	111.1
	Taiwan	10	44	3	3.50	7	276.4
	Italy	11	38.8	26	1.45	13	241.3
	Brazil	12	36.3	34	1.16	17	225.1
	Canada	13	29.3	24	1.54	25	185.5
	Spain	14	24.9	31	1.25	30	172.8
	Turkey	15	24.2	35	1.06	27	178.9

If we evaluate the science expenses of the countries taking into account the number of scientific personnel, most of the countries are among the developed countries, however, some developing countries are also included in this list. In particular, countries such as Brazil and Taiwan are much higher in financing science and training personnel compared to other countries. However, although Uzbekistan was not included in this table at all, the funds allocated to science and scientific activities are set to reach 2% [2.] of the country's gross domestic product by 2030.

With adequate investment in human capital, most trained professionals can perform well in the labor market. For example, some countries have solved their economic problems by exporting the services of specialists. This situation is equivalent to the export of capital from the country. The country's best higher education institutions prepare specialists who are in high demand in developed countries, where they can earn decent salaries. Currently, Uzbekistan is implementing a number of reforms to improve the efficiency of investments in human capital.

Competition between educational institutions, as well as between enterprises, is carried out for the quality of service, number of pupils (students), quality, rating, financial and other resources. Recognition and rating are the main tasks in the education system today. Globalization, which affects the world economy, promotes competition, and this is increasingly reflected in the education system.

The development of globalization processes in the field of education indicates the emergence of educational institutions not only of higher education, but also of school education. For example, from US private schools (Windermere Prep, part of the Meritas family network - <http://smapse.ru/uindermir-skul/>) is included in the top 50 list. The share of foreigners in schools in this country is 20%. [3.] As you know, education entrepreneurs have long understood that this market is becoming global.

In particular, the advantages of globalization include:

global exchange of knowledge, skills and intellectual resources necessary for various development at different levels;

actions and financial support that allow countries, communities and individuals to interact harmoniously in the process of development;

creating value and increasing efficiency through mutual support in meeting national needs and ensuring economic growth;

creating favorable conditions for understanding, cooperation, consistency and recognition of educational and scientific differences between countries;

to develop multi-disciplinary contacts and interactions and to encourage the contribution of different educational systems to the development of relations between countries.

Today, there are many examples of educational institutions entering the market of other countries.

In particular, as of 2023, there are **30 foreign higher education institutions and their branches** , as well as **58 joint educational programs in our country** . In addition, there are **11 non-state higher education institutions** . [4.]

Therefore, educational institutions have united as unique business entities and are taking a large share of the educational market in some regions. Sometimes, determining how educational institutions affect the development of a particular country is a very complicated process. Global competition is not focused on the individual quality of educational services, but on market capture. At the same time, the trends of globalization in the educational process are spreading much faster than the participants of the educational process begin to realize. On the one hand, the opportunity to study at any educational institution in the world guarantees that everyone, regardless of nationality, will get the information they want. On the other hand, there are the problems of paying for education. For example, each country's national systems pay schools (private), colleges, universities only to educate their citizens. The transition to paid education removes the burden of public funding, ensures the inflow of extra-budgetary capital, while at the same time creating the possibility of an uncontrolled increase in the cost of education. Another result of the rapid growth of educational institutions and their capture of educational markets is the increase in quality.

Naturally, in this context, the problem of global competition mechanisms and methods of achieving competitiveness of the national education system are among the current issues.

Competitive behavior is becoming a key feature not only of people, but also of the educational system, and leads to continuous improvement of both.

Competition in the field of education is a process of interdependence of educational systems in the market conditions that compete with each other separately in the provision of resources (financial, human, informational) in the process of providing educational services.

In other words, there is a struggle for profit for educational services in the educational services market. At the same time, various types of competition have appeared in the educational services market.

that occurs between many higher education institutions that train specialists and buyers of educational services . Neither the HEIs nor the buyers serving in such a market can affect the costs of training specialists and the volume of output of specialists as a result of the competition.

the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 967 of December 3, 2019, "On the gradual transfer of higher education institutions to the self-financing system", starting from January 1, 2020, 10 HEIs were transferred to the

self-financing system as a trial . This serves to form a competitive environment with other OTMs in determining contract payments and other financial independence.

If the natural conditions of improved competition in the educational services market are not fulfilled, its mechanisms will be disrupted. For example, admission of talented and gifted children of families in need of social protection to free education in the amount of not less than 10% [5.] of the total number of pupils in the institution is defined in the license requirements and conditions for the activity of legal entities providing non-state educational services. In addition, applicants from families in need of social protection are admitted free of charge (on the basis of a grant) in the amount of not less than 10 percent [6.] of the total number of students .

This means that the establishment of a state quota for free education in non-state educational institutions affects free competition in the education market. Therefore, all this is inconsistent with the basic rules of competition in the educational market.

Competition in which unfair competitors violate the rules and norms of competition accepted in the market, conspire with other competitors, try to deceive them, discredit them, falsely advertise their products, set discriminatory, sometimes artificial prices. Such competition was more characteristic of the past 20 years. However, over the past five years, several reforms have been implemented in education services markets to prevent unfair competition. The most popular training of specialists in education is the price agreement in educational areas and specialties, which not only determine the price of training, but also control the requirements for training future specialists, which is mainly for public educational institutions. In such a situation, it is seen by the establishment of strict quotas for applicants entering the OTM at the state level.

Such antagonism has more to do with excessive state regulation of the education system than with unfair competition.

Free competition is implemented by improving the quality of educational services and training of specialists and the conditions for their distribution in the labor market at constant prices. This situation is currently the setting of target quotas in the targeted training of scientific staff and researchers in scientific research institutes or in areas where there are no personnel and always financed by the state, as well as the fact that the prices remain unchanged or the price is low, which leads to the limitation of competitive opportunities.

If in the practice of enterprises, competition manifests itself against the background of the struggle to achieve better conditions for access to the factors of production and sale of goods, then in the activity of educational institutions, competition manifests itself in the practice of struggle to achieve the high potential of management and teachers, to increase the knowledge of students, and to apply innovative technologies to the educational process. . That is, limited resources include both human resources and technologies of the educational process, which mainly depend on the human factor. In competition, it is very important to achieve the most efficient result in the conditions of limited resources. This implies an economic-social thinking, that is, a step-by-step approach. With this approach, for any customer in the service industry, it means getting an answer to the question, "how

much extra benefit can you get for some extra charge?" But the market of educational services may not meet such demand with the way of production of educational services. In particular, some state educational institutions in our country have outdated forms of educational services and do not seek to change them.

Analyzing the types of competition in the modern education market, the struggle between educational institutions is aimed only at attracting customers and acquiring financial resources. It should be noted that one of the unique features of educational institutions is that the real goal of intellectual capital development and attraction is only the introduction of financial capital. Thus, the meaning of competition is similar to mixed situations, there is no main component that distinguishes the effectiveness of the educational process from one educational institution to another. For example, after the specialists graduate from higher educational institutions in most of our countries, the question arises whether their influence on the state economy or economic efficiency will increase? However, there is no mechanism for determining such an indicator in our country.

It is known that the educational institution is not used to seeing the results of the activities of the enterprise where its specialists work. In other words, no one calculates the effectiveness of investing in human capital in any educational institution. The whole problem is that economic and innovative thinking is not formed in educational institutions, and the formation of competition, a difficult and urgent topic for all aspects of the life of an educational institution, is neglected.

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