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Improving and Building Models of Marketing Research in the Higher Education Services Market

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Abstract

The article covers methods for calculating the efficiency coefficient for improving the qualification of working employees in the higher education services market. Also, at various stages of development of the labor market, models for the organization of higher education services and a “three-phase” mechanism for the provision of higher education services have been developed.

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Introduction. Economic Cooperation in the analysis of Employment Relations of higher education in the world according to the development survey “in the Member Countries of the OSCE, the higher education level of the busy population aged 25-64 was 84%, including Iceland 94%, Sweden 90%, Norway 89%, Switzerland, Poland, The Netherlands 88%, Israel, Latvia, New Zealand 87%” [1].

The market of Educational Services, which is considered an important factor in increasing the intellectual level of workers and labor productivity, makes it possible to involve the population in the educational process and strengthen the human position in the corresponding segment of the labor market in the future.

To eliminate the discrepancies between the labor market and the higher education services markets in the country, it is one of the urgent issues to improve the quality of higher education services

offered in the country, to provide the necessary qualifications and skills in the training of highly qualified personnel, taking into account the requirements of the labor market.

Today, human capital is one of the important components of the national wealth of countries. In particular, human capital is one of the important factors in increasing the efficiency of the country's economy, the organization of production processes, the functioning of the labor market, the transfer of sectors of the economy to the path of innovative development. Taking into account this situation, educational services are widely used in the country to develop national human capital and improve its quality.

Analysis of thematic literature. The theoretical and practical aspects of the development of the higher education system, the experiences of developed countries in improving the quality of education and their positive aspects are used in the higher education system of Uzbekistan. V. It was analyzed in Vakhabov's research work [2].

N.R. In the scientific work of Rakhmonov on the topic "Improving the quality of training of personnel in the higher education system on the basis of regional socio-economic development" [3] aimed at improving the quality of higher education and improving the territorial features of Personnel Training.

A.O. Ochilov's scientific research work is devoted to the issues of improving the effectiveness of management of highly qualified personnel training [4]. O.S. In his research work, qahharov proposed the need to achieve proper decision-making as a result of qualitative conduct of marketing research on the basis of acceptance formation, taking into account the needs of real studied potential employers and approved roadmaps and programs within the framework of the Government. [5]

Sh.A. Kuldashev's research work studied the specifics and characteristics of educational services, the essence of the category of educational services, the relationship of participants in the educational services market on the higher education system and the importance of improving the competitiveness of educational institutions and the formation of an environment of competitiveness in the higher education system [6].

Foreign economist YU.B. Rubin's research studied higher education service organization models that were practiced at different stages of development of labor market Relations [7].

E. from far abroad Economist scientists. Woods et al. In their scientific research, metsgers evaluate a person as capital and study it symmetrically in the labor resource in categories such as "depreciation", "retention" and "failure". The maintenance of human capital is based on the cost of a person from wages to the consumption of goods and services. And its depreciation and failure are justified by the average income level: "these factors (depreciation and failure) are characterized by the difference between the size of the average annual income of young adult and relatively young working employees.

Young adult workers receive lower wages compared to younger cadres who are younger than they are and more perfect in health. Because in the future, young people will have the opportunity to increase their average annual income at the expense of mastering the skills and skills of the previous generation, and the elderly will gradually begin to go out of work [8]."

Russian economist from the CIS L.V. Zakharova studied the issues of features of the development of the educational services market, the relationship of educational services and the labor market of specialists, the essence, content and classification of the concept of educational services, the formation of competition in the educational services market, the formation of supply and demand for educational services, the employment of graduates of higher educational institutions [9].

Research methodology. In the implementation of the research work, the qualification skills,

professional abilities and requirements for their abilities by employers, which are being prepared by higher education institutions, on the basis of statistical, empirical analysis, existing problems have been identified and proposals have been developed to improve the dependence of higher education and the labor market.

Analysis and results. According to analyzes, as the organization of labor in the labor market, its content and essence change, higher education services are also required to be adapted to them.

The close foreign economist scholar YU.B. Rubin distinguishes in his scientific research models of the organization of Higher Education Services, which are valid at different stages of development of relations in the labor market. By carrying out this directional grouping, the scientist proves that the labor market and higher education services have a development trend in interdependence (Table 1).

Table 1.

Models of the organization of higher education services at various stages of development of the labor market [6]

Model name	Validity period	Features	Mechanism of action
Classical universities or institutes	From the early 19th century to 1917	Professional orientation and the presence of non-governmental higher education institutions	Professional education aimed at meeting the requirements of the labor market
Professional-oriented classical universities or institutes	From the mid-20th century to the early 1990s	Relative denial of market principles, loss of competition among higher education institutions and development of the hidden sector	The loss of competition between higher education institutions and a decrease in the quality of education as a result of the formation of prestigious universities
Specialise in the profession gan universities or institutes	From the 1990s to today	State education of the activities of higher education institutions, increased competitive struggle between higher education institutions and differentiation of educational services in the field of professional specialization	Implementation of deep structural reforms in the higher education services market and the establishment of specialized higher education services in the profession, based on the requirements of the labor market

The following characteristics are characteristic of the jamovy model:

- institutional independence of higher education institutions in academic and financial fields;
- specialization in self-management of the activities of higher educational institutions;
- establishment of activities of non-governmental higher education institutions;
- indirect regulation of the market of higher education services by the state through certain organizations;

- in terms of the organizational structure of higher education institutions, the lack of strict requirements and freedom in this regard;
- the presence of interaction between employers' associations and institutions of higher education;
- the orientation of higher education services to labor market requirements of the office;
- the minimum participation of the state in the formation of Professional Standards and the priority of employers' associations in this area [9].

The characteristics characteristic of the above-mentioned collective model of regulation of higher education services by the state through the levers of the market economy are widely used in the practice of developed countries today.

The mass model of regulation of the provision of higher education services by the state through the levers of the market economy has a lot of state participation in relation to the above-mentioned collective model, for this model the following characteristics are characteristic:

- ✓ the direct participation of the state in the regulation of the activities of higher education institutions and the centralization of the practice of providing higher education services by the state is based on centralized management;
- ✓ the priority of state property in the system of higher education. That is, institutions of higher education are state-owned educational organizations;
- ✓ the organizational structure of higher education institutions is based on a strictly defined hierarchical structure of the degree;
- ✓ lack of interaction between higher education institutions and employers' associations;
- ✓ in professional education, the emphasis is on traditional methods and a high degree of inconsistency with the requirements of the labor market;
- ✓ in the preparation of Higher Education personnel, the foundation of the order of the state degree.

In other words, admission quotas for higher education institutions are approved by state-owned organizations [10].

According to analyzes, the mass model of regulation of the provision of higher education services by the state through the levers of the market economy is widely used mainly in groups of countries where a market economy is being formed and developing, as well as in low-income countries.

Based on a comparative analysis of the collective and mass models of regulation of the provision of higher education services by the state through the levers of the market economy, it can be said that the collective model is guided by the principles of the market economy and the possibility of training highly qualified, quality personnel in this model is considered higher than the mass model cannot fully meet the requirements of a biased market economy.

In particular, this model, combined with a sharp drop in the quality of higher education services, negatively affects the formation of a healthy competitive environment in the higher education services market.

In the following years, such measures as the introduction of modern systems of management of higher education institutions, ensuring their independence in the academic and financial sphere, the development of the activities of non-governmental higher education institutions are among the important steps taken to adapt the higher education system to the principles of the market economy.

While in previous years the mass model of regulation of the provision of higher education

services in our country by the state through the levers of the market economy has been followed, deep structural reforms are now being carried out aimed at the transition to a collective model.

In particular, by 2030, the goal is to increase the Human Development Index indicator, which is among the international indices describing the standard and quality of living of the population in our country, from a coefficient of 0.720 in 2020 to 0.820. In achieving this goal, it is planned to bring the expected average life expectancy index calculated by the structural components of the Human Development Index to 0.900 by 2030, the education index to 0.830, and the Income Index to 0.740.

In particular, in the long term, the country has developed priority programs aimed at improving the coverage and quality of educational services provided to the population, in which it is planned to increase the level of youth coverage with higher education services by 50% by 2026 [11].

Through this, it is envisaged to saturate the country's labor market with highly qualified personnel and achieve an increase in the volume of income of the population.

Taking into account this situation, we believe that an increase in the investment efficiency of the human capital will be achieved in our country by the formation of a quality personnel training system through higher education services based on the requirements of employers for the professional qualifications of hired workers in the labor market.

We believe that it is advisable to put into practice the “three-phase” mechanism of providing higher education services (Table 2).

Table 2

Models of the organization of a “three-phase” mechanism for the provision of higher education services

“Three-phase” mechanism for the provision of higher education services		
Phase I-employer oriented	Phase II-focused on OTM need	Phase III-consumer oriented
The Universal sciences are selected by the institution of higher education, and the elective sciences are selected by the employer	Universal and competitive subjects are selected by a full-fledged higher education institution	The Universal sciences are chosen by the institution of higher education, and the elective sciences are chosen by the student and his representative

The proposed “three-phase” mechanism for providing higher education services makes it possible to dramatically increase the efficiency of human capital investment in higher education institutions as well.

The first phase of the proposed mechanism is aimed at the employer, that is, at the professional knowledge, skills and qualifications of the labor force in the relevant field in the labor market, while the general economic sciences taught to students are determined by the higher educational institution, while the elective subjects are the leading specialists of the employer enterprises (representative of the personnelk.) by choice.

In particular, in the teaching of the subjects selected by employers in a higher educational institution, we believe that it is advisable to attract leading employees with an annual work experience, high professional skills and qualifications at a long enterprise on the basis of a mutual cooperation

agreement between the higher educational institution and the employer enterprises and organizations. At the same time, it will be necessary to organize the qualification practices of students on the basis of employer enterprises and organizations. Through this, it is achieved to ensure the continuous tolerance of the processes of teaching students with practice.

The second phase of the developed mechanism is aimed at the own needs of higher educational institutions, in which the universal and competitive subjects taught to students are directly representatives of the higher educational institution (members of the Scientific Council, dean of the Faculty, Head of the department, etc.).k.) are defined by. In the selection of subjects, it is advisable to prioritize students in disciplines aimed at organizing scientific research work, improving their pedagogical skills in teaching, writing scientific research works, including scientific articles, diploma work, master's, candidate's and doctoral dissertations. We consider that the qualification practices of students should be established directly in higher educational institutions or scientific research institutes.

The last, third phase of the proposed mechanism is directed directly to the consumer, in which it is advisable that the Universal sciences are determined by the institution of higher education, while the elective sciences are selected by the student himself or his representative (for example, parents, loved ones, relatives).

This phase is directed towards members of a middle-educated society who have their own business, and they are considered to be groups of residents who are most likely to participate as employers in the labor market in the future. In the organization of qualification practices in this phase, it is advisable to direct students to various employer enterprises with a higher education institution. Through this, the acceleration of the processes of mutual exchange of experience of employers in the organization of the activities of the enterprise is achieved.

Conclusion. In our opinion, taking into account the above scientific proposals and practical recommendations, the development of human capital through higher education services in the long term, combined with increasing the efficiency of their work in the labor market, will expand the possibilities of having a higher income and also achieve a positive solution to the problem of ensuring the employment of graduates.

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