

Applying of Neuromarketing in Education in the Republic of Uzbekistan

Rakhmatjanov Lazizkhan Turabayevich

Senior Lecturer at the Faculty of Economics of the “University of Economics and Pedagogy” NGHEO. Andijan, Uzbekistan.

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Abstract:

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The article analyzes the issues of applying the theory and practice of neuromarketing in education. The modern marketing complex of an educational organization, elements of the educational marketing complex, "people" and "process" as points of contact in the process of providing educational services and products are considered. A modern view of neuromarketing research is presented as an innovative approach to obtaining and using information about neurophysiological reactions in the process of educational activity to increase its effectiveness. The features of soft and instrumental neuromarketing are considered.

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For higher education institutions, neuromarketing is still a new concept, after the application of neuromarketing solutions by corporate companies, higher education marketers suggest that there is great potential to detect an automatic and implicit process in determining the decision-making process in order to apply appropriate strategies, and also, in turn, reveals secret information about student behavior which cannot be obtained using traditional marketing methods. With the use of neuromarketing by universities in the future, more effective segmentation of students can be carried out, which, in turn, can lead to improved marketing of courses by taking into account the preferences of the course and the brand of the educational institution.

The modern generation of young people is very different from those students who sat in the classroom 10 years ago. A new generation is mastering communication devices from an early age, and this is the reason for finding special ways to keep attention in the audience, especially in streaming lectures, when even the most disciplined student is tempted to turn to his phone or tablet, communicating on social networks or watching a movie. In these conditions, it is becoming increasingly difficult for teachers to organize the learning process and attract the attention of students. In addition, the organizational and substantive aspects of the educational process have changed, when the teacher is no longer an indisputable

authority, his statements are not the ultimate truth for the student.

According to the famous American blogger Katie Sierra, teachers should be marketers, and marketers should be teachers [2]. Marketers know how to motivate a customer to make a purchase, teachers need to learn how to use such techniques in their educational activities. Marketers spend significant amounts to develop and build a brand that remains in memory, teachers and students need to activate attention and memory, and this can be learned from neuromarketing. At the same time, higher education can also enrich marketing science, as teachers know how to encourage students to think at a deeper level in order to go beyond a superficial understanding of the subject.

The marketing mix of an educational organization is one of the key concepts of modern service marketing, it is a set of controllable marketing tools used to obtain the desired response of the target educational market. The components of the classical marketing complex of an educational organization are:

1. Product — everything that is presented by an educational organization to the market for exchange: educational services, programs, scientific developments.

2. Price — the amount of money that is exchanged for the product of an educational institution. The pricing policy of an educational organization should take into account not only the selling price of an educational service, but also the price of consumption by the buyer of educational services (living expenses, purchase of textbooks, etc.).

3. Place is a distribution system (distribution channels) that an educational organization chooses to bring its educational services and products to the consumer (the location of the educational institution in the city, the condition of educational buildings, the degree of equipment of classrooms and laboratories).

4. Promotion is a communicative complex of an educational organization that combines advertising tools, public relations events, personal sales, sales promotion, etc.

5. People (people) — the staff of an educational institution directly related to the implementation of educational services to consumers (teachers), as well as everyone who provides additional or related services (dean's office, department, accounting, etc.).

6. Process — procedures and methods of service considered in the context of interaction between the buyer and manufacturers of educational services in the provision of educational and related services. This includes educational technologies used in the educational process — methods and techniques for organizing lectures and practical classes, electronic multimedia textbooks and training sites, etc.

7. Physical environment — the environment, the environment that is created for the client, is an important link in the overall product of the educational institution offered to the consumer.

To fully understand the picture of the possibility of introducing neuromarketing methods in the promotion of educational services in Uzbekistan, a SWOT analysis is presented. This SWOT analysis examines the strengths of the introduction of neuromarketing in the educational field, weaknesses, opportunities that will open up and threats that must also be taken into account.

Strengths

- * A new direction using the achievements of neurology
- * Analytical techniques
- * Exclusion of subjectivity
- * Professional competence of marketing specialists

Weaknesses

- * Lack of transparency and lack of interdisciplinary communication
- * Lack of ethical principles
- * Low technological level of research
- * Insufficient funding for science

* Attracting the attention of potential clients/applicants

Opportunities

* Within the framework of synergetic interaction, the possibility of enriching the tools of related disciplines

* The basis for building learning tools and effective promotion of educational services

* Creation of new disciplinary areas

Threats

* Barriers and limitations to the use of neuroscience technologies for commercial purposes

* Opponents of the use of neuroscience in education

* Lack of a legal framework

To date, there is no unified understanding of what neuromarketing is. Neuromarketing research is based entirely on specialized tools, which can be divided into physiological and neurological [2].

Physiological instruments:

1. An eyetracker is a technology that is used to collect data that determines whether students have presence, attention, concentration, consciousness or other mental state. Because this information will give the higher education institution a deep understanding of student enrollment behavior or the development of revolutionary new strategies. Tracking tools provide a lot of invaluable information about the sequence and frequency of saccades and fixations, where such data helps universities track how students extract and accumulate information from advertising from various media [3];

2. FaceReader was developed by Noldus Information Technology and is used for emotion recognition. This program can identify six basic emotions (joy, sadness, anger, surprise, fear and disgust or resistance), as well as the neutral state of facial micro-expressions [3]. FaceReader data is interpreted using valence. Through valence, one can determine the positive and negative nature of emotions or some of their aspects. The valence of emotions was considered a key criterion for determining emotions and the main parameter for measuring various subjective moods and emotions [3].

Neurological:

1. fMRI (Functional Magnetic Resonance Imaging) Functional magnetic resonance imaging (fMRI) is one of the most commonly used brain imaging techniques in the world. There are many software packages available that can help universities analyze data images and determine how often the brain engages areas responsible for attention, emotion, memory and personal meaning. This method works by measuring changes in the activity of neurons that occur throughout the brain when people perform various cognitive or emotional tasks. Using this tool, it is possible to characterize and quantify the involvement of various cognitive functions. [3].

2. EEG (Electroencephalography) is a method of neuroexamination that measures brain activity. It is a widely used method in neuromarketing research to measure cognitive processes, such as computing, to predict consumer behavior [3].

3. MEG is an electrical instrument used in neuromarketing that is almost analogous to an EEG (electroencephalogram), where it can be placed on a student's head to measure magnetic potentials to record brain activity. The neurological processes associated with the choice of a particular brand or course of treatment can be divided into different stages by observing the reactions of MEG. Brain activity as a function of electrochemical signals between neurons creates a magnetic field that can be amplified and displayed using MEG [3].

A natural question arises: how can we use this experience in education? A recent survey of teachers in the UK found that almost 90 percent of teachers consider brain activity research important for designing educational programs [6]. According to another study conducted in the United States, nine out of ten teachers surveyed believe that neurology as a science is important in their work, eight out of ten indicated that they agree to cooperate with neuroscientists who are engaged in research in the field of education [6]. Over the past two decades, the number of educational programs claiming to adapt to the peculiarities of brain activity has increased several times, despite the fact that these programs are formed without the participation of cognitive psychologists and neuroscientists, are rarely evaluated for their effectiveness and are often not implemented on the basis of a scientific approach. Therefore, it is not surprising that the role of the brain in the learning process is beyond doubt, but the formal dialogue between neuroscience and education is a relatively new phenomenon [6].

Conclusion: Attracting the attention of today's students and potential customers is not an easy task for a higher education institution. To maximize the relevance of the higher education institution's brand in the hearts and minds of students and stakeholders, they must understand their hidden needs. Neuromarketing can become an important tool for higher education institutions, where it can study the brain processes of applicants and their changes during decision-making in order to be able to predict student behavior during enrollment. With the help of the neuro marketing tools listed in the article, educational institutions in Uzbekistan can develop better student-oriented strategies in the near future. However, it is worth considering all the strengths, weaknesses and risks that universities may face.

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