



EXPERIENCE OF DEVELOPED COUNTRIES ON THE USE OF HUMAN CAPITAL IN THE EDUCATION SYSTEM

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ANNOTATION

This article examines the concept of human development in the new stage of development of Uzbekistan. The changes in social relations and the formation of values in the process of social development are also analyzed.

KEYWORDS: *social stability, development, human factor, human concept, nation, ethnicity, historical development.*

DISCUSSION

Today, education is the most important part of human and social development has become an important factor. Educational institutions have become the main form of professional training, the transmission of cultural heritage from generation to generation. Education serves the acquisition of knowledge by the individual, helps him to master social norms, supports his entry into economically active life. In terms of the impact of education on the formation of a person's spiritual and intellectual needs and abilities, it is accepted to look at it from the perspective of three interrelated: the individual, the state and society.

At the community level, education should be focused on shaping individual global spiritual values. This is the basis of social development. From an economic point of view, the acquisition of knowledge by people ensures the economic, scientific, cultural and social development of society. Well-known American economist Stoner points out that "in the post-industrial period of the economy, knowledge has replaced land, labor and capital and has become the most important basis of modern production systems".

Experts estimate that the share of physical capital in the current period is 16.0% of the world average national wealth. At present, the share of human capital in national wealth is 64.0%, the share of natural capital is 20.0%. Education as the most important factor in human development has proven to have a major impact on the solution of a whole complex of economic, political, social and humanitarian problems. These include:

- Ensuring a decent standard of living and quality of life in each country;
- ensuring effective employment;
- ensuring sustainable development;
- reduction of social inequality;
- strengthening the structure of civil society;
- observance and effective implementation of human rights;
- Creating conditions for the full and comprehensive realization of the individual's potential.

The international community has developed and is taking steps to implement a number of strategic programs aimed at ensuring the proper role of education in human development, while properly assessing the importance of education in today's world. One of them is the concept of "Education for All". The basic principles of the concept were stated at a conference organized in 1990 in Jomten (Thailand). The conference adopted the Universal Declaration "Education for All". This document is based on the Universal Declaration of Human Rights and the Convention on the Rights of the Child: "Every child, young and old, has the right to an education that satisfies his or her basic educational needs, in the highest and most perfect sense of the word." The Declaration "Education for All" states that the education system should help everyone to show their talents and potential, encourage individuals to improve their lives and develop the potential to change society.

The main factor in ensuring sustainable socio-economic development of the republic and its



economic regions in the conditions of market relations and the economic viability of our country is the level of human capitalization. To this end, the creation of a quality education system in the country depends on the level of use of innovative high-tech means of production.

The President of the Republic of Uzbekistan Sh.M.Mirziyoev in his report at the enlarged meeting of the Cabinet of Ministers on the main results of socio-economic development in 2016 and the most important priorities of the economic program for 2017 said: The Prime Minister has been tasked with "critical analysis of the economy, the social sphere and the correct identification of the demand for the necessary specialists in each region"[1].

Ensuring the capitalization of the human factor in the current era of globalization of the world economy is associated not only with the development of the higher education system based on its requirements, but also with providing it with the necessary information and communication conditions at the global economy level. Because the XXI century is associated with the formation and development of a single common economic market in the world on the basis of interdependence of countries' markets. The formation of this single economic market requires the development of the market of higher education services of the republic in conjunction with the world market of higher education services.

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The adopted Bologna Declaration aims to increase the intellectual, cultural, social, scientific and technological capabilities of the population on the basis of ensuring interdependence in the education system of the European Union. The main goal of the development of the higher education system is to ensure the effective use of theoretical, practical scientific and technological innovations created in the world.

The labor market is highly educated into the market of higher education services deliver the demand for specialists in the areas of specialization and provide the graduate with jobs. Of course, in the

context of the demand for highly educated specialties, market relations based on different forms of ownership can not be solved without government intervention in the implementation of this problem in a market economy. At the same time, based on the study of the experience of foreign countries in regulating the relationship between higher education services and the labor market, it is necessary to use their experience, which can influence the solution of this problem in our country[2].

According to the World Bank, economic growth is 16 percent dependent on capital invested, 20 percent on natural resources, and 64 percent on human capital. This means that human capital makes up 2/3 of the national wealth[3].

According to data provided by World Bank experts Salary of a worker with higher education in Uzbekistan, secondary special is 55% higher than the salary of an educated worker. However, the figure is 38 percent in Armenia, 39 percent in the Czech Republic, 43 percent in Bulgaria, 50 percent in Slovenia, 51 percent in Russia, 62 percent in Albania and Macedonia, 71 percent in Poland, 82 percent in Hungary and 98 percent in Turkey. The level of human capitalization in Uzbekistan does not fully meet the requirements of economic development based on free competition. To ensure that it is at the level of demand, it is necessary to conduct the market of the higher education system on the basis of aggregate demand and aggregate supply in relation to the labor market. The following is a model of the German labor and higher education services market. We have examined the following models of the development of the interconnectedness of labor markets with the market of higher education services in advanced developed countries.

While the Swedish labor market model is based on stimulating supply and demand based on various developed programs, the Scottish labor market model examines the social services that occur between labor resources producers and consumers by the Scottish Qualifications Board.

The Scottish Government evaluates the qualification board by scientifically studying the producers and consumer services of higher education services and, in collaboration with experts, develops the content and methodology for determining professional qualifications in collaboration with employers.

In the British model, sectoral councils are developed in the economy and perform the following functions:

- Develop strategy for the education system;
- In the UK, the labor service prepares jobs in advance when there are structural changes in the economy. In general, in Western European countries, training, retraining is carried out by companies, firms and government agencies, subsidies are paid during



the retraining. According to Twenty University estimates, by 2020, 60% of school graduates in Europe will continue their vocational training in higher education.

The main focus in education is on the skills and practical abilities of the trained professionals, their professional training. 20% of the bachelor's degree programs are devoted to general training, including foreign language learning. This figure is set at 12% at the master's level. The rest of the time set in the program for the training of specialists will be spent on general and qualification training[4].

Develop a strategy for the structure of education based on the classification of job requirements of highly educated professionals. Participate in the certification of professions after graduation, monitor their professional development in the workplace.

The U.S. model develops various programs to regulate various higher education services and labor markets (Technical Preparation for a World-Class Work Force). A Tech Prep consortium has been set up to implement this program. Its main purpose is to prepare vocational training and image of the workplace, as well as to develop new areas of professionalism. There are no laws regulating labor relations in the United States, but employment agreements are made with the employer and the trade union that employs the employee.

Public service organizations have national banks of workplaces, which perform the functions of the employment service, the collection of data on workplaces, vocational and psychological unemployment and the dissemination of the collected information on a computer basis. Employment bureaus use this information through a dedicated terminal. The effectiveness of job placement in foreign countries is determined by the time of filling the vacancy, not by filling the vacancies. In the European Union, the focus is more on employment, on those who do not work at all, which, in turn, increases their social dependence on the state.

The following educational models are used in the Russian Federation. The types of these models are listed below. The first group can be divided into Germany, Denmark, the United Kingdom and Japan, where the education system is implemented by bringing skills and practical experience as close as possible to the requirements of the labor market. The second group includes the United States, Sweden and France. In these countries, this is done through the development of public-private partnerships, the establishment of technology parks, internships in public and private enterprises. In order to ensure the sustainable development of the economic region at the micro and macroeconomic levels, rather than to meet the demand for highly qualified specialists in the country, to ensure the interdependent

development of labor and higher education markets in the economic regions. provides stabilization of the economic situation.

Although there are methods to study the system of higher education in the country, the demand for highly qualified specialists at the national and economic levels, the demand for them in the context of market relations, ways to develop the market of educational services and the role of the state in this area. it can be said that it has not been sufficiently studied on the basis of the requirements of the economy. The main problem in the current situation is that the relationship between higher education services and the labor market is a non-compliance with the requirements of the law of aggregate supply and demand, the basic economic law of a market economy.

Necessary conditions are being created in our country for the development of the national higher education system in order for young people to acquire the knowledge of highly qualified specialists in foreign countries and work abroad, as well as the essence of the higher education system in the international context.

In order to ensure that higher education in the country does not lag behind world higher education, it is necessary to pay attention to the following:

- be based on a positive approach to the use of international higher education experience. In studying it and applying their experience in our country, it is necessary to take into account the socio-economic characteristics of the country, which will ensure the prevention of risks associated with the development of higher education;

- It is necessary to strengthen cooperation with developed countries in higher education on the basis of ensuring its internationalization, while maintaining the national classification of higher education;

- It is necessary to develop the use of effective experience in the development of higher education with the member countries of the Shanghai Cooperation Organization.

We believe that one of the main problems in solving the system of higher education in our country is to ensure that the domestic higher education system is linked with the international education system:

- The organization of forms of development of higher education on the basis of market requirements and the origin of national traditions in the integration with the international system of higher education;

- based on innovative integration of higher education development on the basis of world standards;

- The knowledge acquired in higher education institutions should be evaluated not as a diploma, but as a practical application of the theoretical and practical knowledge acquired by students.



The study, analysis and creative application of world experience in the implementation of human capital investment processes is of great importance. The Chinese experience in this regard is particularly noteworthy. The modern education system of the PRC has a number of features compared to the education systems of foreign countries. For example, China, another major economy in Asia, is a country where the literacy rate of the Chinese population, including the rural population (this segment of the population is a major part of both countries), is growing rapidly. In China, only 15–17% of the adult population is illiterate. (India - 47%; Bangladesh - 61%; Pakistan - 59%; Iran - 27%; Turkey - 17%; Indonesia - 15%). Another indicator in China is the illiteracy rate among women aged 15–24. This indicator reflects the effectiveness of the fight against illiteracy over the last 20 years and indirectly reflects the role of women in the family and society.

In China, the figure is 4 percent. This indicator is 44% in India; Bangladesh - 63%; Pakistan - 61%; Iran - 10%; In Turkey - 8%; In Indonesia, it is 4%. The Chinese education system includes: basic education (preschool, general primary and secondary), secondary vocational education, general higher education and adult education. Approximately 3 million students study at higher education institutions in the PRC. Duration of study is 4-5 years. The number of higher education institutions exceeds one hundred. In the last twenty years, 300,000 people have received PhD and 20,000 people have received doctoral degrees.

Currently, about 160,000 graduate students are writing dissertations. China, which lags behind many Asian countries in terms of enrollment in primary education, has a lower number of university students than these countries. This is partly explained by the low share of education expenditures in the country's GDP (2.6%), but this figure has been increasing in recent years. In addition, two more aspects need special attention. First, China has a wide network of vocational, pedagogical and medical schools (more than 4 million students, duration of study - 2–4 years). Various forms of continuing general education and adult professional development are common (these forms of education cover more than 12 million people). There is also a system of vocational retraining for those who have lost their jobs in state-owned enterprises. Second, the media play a major role in increasing the professional literacy and technical skills of the population. After the complete electrification of rural areas in the 90s of the twentieth century, educational programs began to be shown on television en masse. During the reform years, 280,000 Chinese students were sent abroad to study, and now 100,000 of them have returned to their homeland. Chinese students studying abroad are distinguished by their good basic

knowledge and discipline in subjects such as mathematics, physics, and biology.

By the beginning of the XXI century, the country had more than 120 areas of development and adoption of new technologies (technoparks). The largest of them is located in Beijing. The Chinese education system is often described as a “pragmatic”, “egalitarian”, “democratic” system. It is necessary to add another “selective” element to these descriptions. For the average Chinese, the chances of reaching the upper stages of the education system are slim, with the result that only the most talented students reach these stages.

Admission to a higher education institution is a great achievement for a talented high school graduate. The selection for admission to some universities is up to 200-300 people per seat. Talented young people enjoy various benefits at different stages of education. They are provided with state scholarships, subsidies from enterprises, organizations and so on. Contract tuition is not common in China, and those who want to enroll on a contract basis are generally accepted.

Often there are cases when the student pays the contract funds by the company where he previously worked. Most students receive higher education for free. The selective nature of the higher education system is reflected in another case: the country's higher education institutions are divided into several hierarchical categories. Based on their scores on school graduation exams (held simultaneously in China and the rest of the country), a prospective entrant may be allowed to take entrance exams at higher education institutions that meet those scores (and the applicant may choose a higher education institution that requires less scores than he / she). The above-mentioned cases reflect the high status of the education system, which is inherent in the traditions of Chinese culture, as well as the special place of the leading universities in the country. In the last years of the twentieth century, the monthly salaries of teachers and researchers in the PRC increased significantly. Another feature of the Chinese education system is the priority of natural and technical sciences and applied sciences in the educational programs of higher education institutions (about 60% of student places, in the US - 14%, in the Netherlands - 18%, in Thailand - 22%, in Japan - 26%, in Malaysia - 30%). Compared to developed countries or neighboring countries, students studying in social sciences and humanities in China are a minority. In China, maintaining the balance between educational institutions of different levels and directions and the content of educational programs is under the strong control of the state.

There are about one million educational institutions of various levels and directions in China, where more than 200 million people study. Chinese



law gives everyone the right to education, including minorities, children, women and people with disabilities. In addition to public educational institutions in China, there are also non-governmental educational institutions. In China, non-governmental educational institutions are educational institutions established at the expense of citizens, enterprises, community organizations, as well as schools and higher education institutions established at the expense of collective contributions of the population.

Teachers and students of community-based educational institutions take full advantage of the benefits provided to public educational institutions. At the end of the twentieth century, all non-state primary and secondary schools in China were accredited. The situation is different in higher education institutions: only 21 out of 1,200 higher education institutions have the right to issue state-standard diplomas. Non-state higher education institutions themselves have the right to choose textbooks and set directions.

Their curricula are based on filling vacancies in a particular field and serving the needs of the local economy when there is a shortage of staff in a particular field trained by public educational institutions. The emergence of non-governmental educational institutions has led to a sharp increase in the efficiency of use of human, financial and material resources - they employ experienced retired teachers, whose salaries are inextricably linked with workload and qualifications.

These facilities have well-equipped computer classrooms, language classrooms, laboratories, which, unlike public schools, can also be used in the evenings and during holidays. On the other hand, showing non-educational institutions

The features mentioned are of concern to the government. Because the separation of the graduates of these institutions from the graduates of public institutions may lead them in the future to become oppositionists or carriers of ideas and values alien to this society. In addition, the fact that many private schools and universities in China are directing graduates to continue their education abroad is leading to an "influx of smart people". The need of educational institutions for graduates is an indicator of the effectiveness of their activities.

At the end of the twentieth century, 85% of graduates of private higher education institutions in Beijing were employed in their field, and their theoretical training and practical skills did not lag behind those of graduates of public educational institutions. In conclusion, people with higher education tend to have more opportunities and inclination to invest in human capital. This situation is also observed among secondary special educators. In addition to the economic benefits of higher

education, its impact on the welfare and social and political life of the country is immeasurable.

Over the past 30 years, China's literacy rate has shifted from a backward country to a country with an effective secondary and higher education system. The country has been able to create conditions for the reproduction of personnel necessary for economic development. China's success in the field of vocational education is confirmed by the growing number of people coming from abroad to study there.

Taking into account the attention paid to human capital and investments in China, it is expedient for Uzbekistan to use this experience in the following areas:

- It is necessary to implement the selective aspects of the higher education system for the education system of the country, expanding and improving;

- Based on experience, it is expedient to increase the number of natural and technical specialties rather than social and humanitarian specialties;

- It is necessary to establish and develop non-governmental educational institutions in order to ensure their place in the labor market.

In conclusion, the increasing importance of knowledge, information in social development, the gradual transformation of knowledge into human capital will dramatically change the role of education in the structure of modern social life. Of course, different countries and groups of different countries have their own characteristics of the state of the education system in the social structure. However, the emergence of a new information civilization has brought the field of education to the center of social life.

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