



## WAYS TO INCREASE THE COMPETITIVENESS OF HIGHER EDUCATION INSTITUTIONS ON THE EXAMPLE OF UZBEKISTAN

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### Annotation

In this article, priority directions for the implementation of scientific research dedicated to increasing the competitiveness and efficiency of the higher education system have been developed. The indicators of higher education development in Uzbekistan were analyzed, and the ways to develop the higher education system until 2030 were determined. Factors affecting the competitiveness of the higher education institution are classified.

**Keywords:** Higher education system, University 3.0, competitiveness, strategy, Effectiveness coefficient of advertising activity, integrated evaluation

### Introduction

In connection with the competition between higher educational institutions in the world, it is important to conduct research on the use of marketing strategies in the effective implementation of the activities of higher educational institutions. "In 2021, the number of students in higher education institutions will decrease to 250.7 million people, by 2025 their number will increase to 262 million, and in 2030 to 414 million people, and by 2040 it is expected to reach 594 million people." [1] This requires special attention to improving the competitiveness of educational services in higher education and conducting scientific research on the effective use of marketing strategies in higher education.

In the higher education system of the world, the training of competitive personnel with high knowledge and skills, increasing the scientific activity and potential of the teaching staff, introducing innovations in their activities and developing strategies aimed at improving their quality, conducting scientific research on improving their effectiveness are considered to be sustainable. level.

The concept of development of the system of higher education of the Republic of Uzbekistan until 2030 was developed in order to determine priority areas for reforming higher education in Uzbekistan, to train highly qualified personnel with modern knowledge and high spiritual and moral qualities, to think independently, to





comprehensively modernize higher education, to develop industries based on modern educational technologies.

In this concept, "the gradual transfer of the educational process in higher education institutions to a credit-modular system, the introduction of advanced standards of higher education based on international experience, including a gradual transition from education focused on obtaining theoretical knowledge to the education system." focused on the formation of practical skills in the educational programs of higher education, to raise its content to a new qualitative level, to establish a system for training highly qualified personnel capable of contributing to the sustainable development of the social sphere and sectors of the economy and finding their place in the labor market. The main tasks are the phased introduction of the concept of "University 3.0", which takes into account the interdependence of the activities of education, science, innovation and commercialization of research results in higher educational institutions. [2] When implementing these tasks, it is advisable to adapt the educational process to international requirements, organize courses and subjects based on market requirements, develop the brand and strategies of higher education institutions, and expand the scope of scientific research in their effective use.

Today there is a gap between science and production, integration is not ensured. Research institutes are not involved in the process of training personnel in higher education to the extent necessary, and scientific research in them is carried out without taking into account the real needs of economic sectors. The lack of systematic training of highly qualified scientific and scientific-pedagogical personnel leads to a decrease in the scientific potential of higher educational institutions.

Higher education institutions must provide quality educational services in order to function stably in a market economy. After all, the quality and level of training of specialists is considered one of the important factors in the occupation of the market of educational services. The competitiveness of a university largely depends on the success of its strategy. The strategy has an objective character and is generally developed on the basis of certain stylistic principles that are not related to specific aspects of the organization's activities.

The competitiveness of a university is the ability of a university to adapt to the conditions of market relations by increasing the economic efficiency of its activities and to have an advantage in quantitative and qualitative terms compared to the educational services of competitors.

The classification of factors influencing the competitiveness of a university is shown in Figure 1.



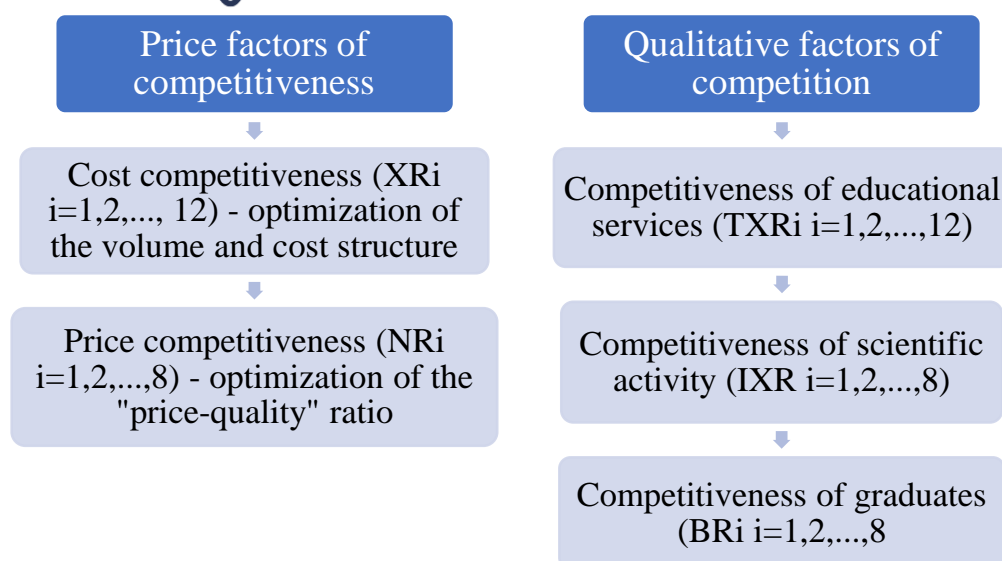


Figure 1. Classification of factors affecting the competitiveness of a higher education institution [3]

In 2021, there were a total of 153 higher education institutions in the country, including 68 higher education institutions in Tashkent and 85 higher education institutions in the regions, and in 2022 their number increased even more. The Ministry of Higher Education is responsible for 53 higher education institutions, including 11 branches. The number of state universities - 72 (43 OO'MTV), branches - 32, academies - 3, universities - 28, institutes - 40, non-state universities - 18, foreign universities - 30.

In the city of Tashkent, the total number of universities is 68, and the number of universities subordinate to the Ministry is 12. There are 30 state universities (12-OO'MTV), 1 branch, 3 academies, 14 universities, 13 institutes, 13 non-state universities and 22 foreign universities in Tashkent. All higher educational institutions and branches of the institute are making a worthy contribution to meeting the broad needs of our national economy with qualified personnel.

The number of higher educational institutions in our country for 2015-2021 is shown in Table 1.

Table 1 Higher education institutions for 2015-2021

| Name of the indicator                          | 2015   | 2016   | 2017   | 2018   | 2019   | 2020   | 2021   |
|--|--------|--------|--------|--------|--------|--------|--------|
| Number of universities                         | 72     | 75     | 90     | 108    | 122    | 144    | 153    |
| including the number of non-state universities |        |        |        | 5      | 10     | 11     | 19     |
| Receive Options                                | 62807  | 69869  | 103189 | 128255 | 151555 | 170655 | 186990 |
| Higher education enrollment rate               | 9      | 9      | 15     | 23     | 17     | 25     | 29     |
| Number of students                             | 264095 | 279674 | 314467 | 373473 | 421700 | 590077 | 747588 |



Most higher education institutions are located in the capital and large cities, which has had a negative impact on the training of specialists, taking into account the regional characteristics of the regions. According to the data, in the first years of independent development, 19 (45.2%) higher educational institutions of our country were located in Tashkent, 5 (11.9%) in Samarkand, 4 (9.5%) in Andijan, 3 (7.1%) in Bukhara. [4] As a result of the measures taken to eliminate such disproportionate centralization, today in our republic there are a total of 153 higher educational institutions, including their branches, so that about 55.5 percent are located in our regions. It

The competitiveness of a university largely depends on the success of its strategy. The strategy has an objective character and is generally developed on the basis of certain methodological principles that do not depend on the unique characteristics of the organization. Strategic analysis of the external environment is an important part of developing the strategy of the organization and its functional units. The results of the analysis serve as the basis for the strategic development plan of the organization.

The competitiveness of a university is the ability of a university to adapt to changing conditions in a certain market segment by increasing the economic efficiency of its activities (internal economic competitiveness) and consumer demand for graduates and special (educational, scientific) services, in comparison with the quality and cost of educational services of competitors - this is a high level of satisfaction with products that are attractive in terms of indicators (external social competitiveness).

Profit from the provision of educational services and the profitability of the services offered are considered as economic indicators. Profit from the provision of educational services (F) is determined by the following formula:

$$F = D - X_{pz} - K * X_d \quad (1)$$

where D is the revenue from the provision of services,  $X_{pz}$  - variable costs,  $X_d$  - fixed costs, K - correlation coefficient, taking into account the index of increase in the price of educational services.

To determine the profitability (R) of the services offered, it is advisable to use the following formula:

$$R = F / D * 100\% \quad (2)$$

where F is the profit from the service, D is the income.

When evaluating the effectiveness of the university, its share in the market of educational services and the effectiveness of advertising activities are considered as a marketing indicator.

The market share for each indicator used to assess competitiveness is determined by the following formula:





$$U = Mx/M \quad (3)$$

where  $Mx$  is the total number of higher education institutions in the territory under consideration,  $M$  is the indicator for one object.

The coefficient of advertising effectiveness ( $Kp$ ) is determined by the following ratio:

$$Kp = X_{rekl} / D_x \quad (4)$$

where  $X_{rekl}$  is the cost of advertising,  $D_x$  is the change in the volume of sales of educational services.

The assessment of the level of the qualitative effect is carried out by the method of expert assessment and takes the following values: high score - 10; low-grade - 1.

The assessment of social and functional efficiency is also carried out by the method of expert assessment and takes the following values: high score - 10; low-grade - 1.

A comprehensive assessment of the competitiveness of goods or services is carried out on the basis of three groups of indicators. These are: normative, price and technological indicators. Regulatory indicators mean the level of compliance of goods (services) with standards. Technological indicators characterize the level of technical support and automation of services. Price indicators reflect the price of services in a particular situation.

The level of competitiveness of an educational institution can be calculated using the following formula:

$$Pd = K_{norm} * K_{tech} / K_{price} \quad (5)$$

where  $K_{norm}$  - normative quality indicators,  $K_{tech}$  - technological quality indicators,  $K_{price}$  - price quality indicators.

In conclusion, we can say that the development of the higher education system of Uzbekistan is primarily based on international experiences, the introduction of advanced standards of higher education, including the step-by-step transition from education focused on acquiring theoretical knowledge to the education system focused on the formation of practical skills. Secondly, to ensure the academic independence of higher education institutions. Step-by-step implementation of the "University 3.0" concept, which implies the inextricable connection between the activities of commercialization of education, science, innovation and research results, can be considered as the main direction.



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