

**WORLD EXPERIENCE OF COMPETITIVE STAFF TRAINING IN THE HIGHER
EDUCATION SYSTEM*****Rakhmanov Norim Razzakovich****Associate Professor of Tashkent State**University of Economics, Doctor of Economics (DSc)**norimrakhmonov@mail.com**ORCID: 0000 0003 2824 3090**+998974411054*

Abstract: The article presents an analysis of the structure of the higher education system of such developed countries as Germany, Japan, South Korea and the United States of America. The features of the management of higher educational institutions by the Ministry and local self-government bodies are described. Positive trends have been identified, such as the policy of developed countries in the field of higher education and the government's protection of the interests of higher education institutions. The measures taken by developed countries to solve the problems that have arisen in the field of higher education are analyzed. The directions of strategic planning and coordination of the activities of higher educational institutions for the purpose of reasonable and effective use of available funds are investigated. The issues of improving relations between the state and higher education institutions in the areas of higher education reforms are described. Scientific conclusions and practical recommendations related to the training of competitive personnel in the higher education system are given.

Keywords: higher education institution, Germany, Japan, South Korea, USA, higher education system, quality of education.

Introduction

Currently, large-scale scientific research is being carried out worldwide to further improve the quality of personnel training in the higher education system, taking into account regional aspects. In this regard, special attention is paid to the study of the problems of creating innovative models of training personnel with higher education in regions with different conditions, and coordinating the rapidly changing needs of the economy in highly qualified specialists with the existing opportunities and potential of personnel training. It should be emphasized that further improvement of the processes of modeling and forecasting the quality and potential of personnel training in the regions is one of the important scientific trends in this regard.

In developed countries of the world, large-scale work is being carried out in the higher education system to train competitive personnel, improve their quality, take into account regional characteristics of education, and develop organizational and economic mechanisms. The impact of higher education on the development of the national economy is becoming a leading factor in innovative development. However, in world practice, such problems as the organization of special funds for training specialists in need in sectors and areas of the economy, revising the procedure for using financial resources allocated to higher educational institutions, and determining priority areas for the allocation of financial resources based on the results of audits are still awaiting solution. This requires conducting research aimed at developing effective methods and criteria for ensuring and assessing the quality of education, assessing the content and effectiveness of subject programs, improving the composition of the teaching staff,

effectively organizing educational processes and widely introducing modern innovative educational technologies into practice, developing feedback between higher education institutions, students, graduates, employers and the public, and increasing the competitiveness of higher education graduates in the labor market.

Research conducted in the world to improve the quality of personnel training in the higher education system, taking into account regional characteristics and factors, can be divided into the following areas: developing effective forms of training personnel with higher education based on the characteristics of the regions; coordinating the rapidly changing needs of the economy for highly qualified specialists with the existing opportunities and potential for personnel training; improving the quality and efficiency of personnel training in the region and the higher education system through simulation modeling and forecasting processes based on the composition of target needs and demand for personnel. In our opinion, today, research aimed at improving the characteristics of the formation and functioning of the higher education system in Uzbekistan, the priority areas of its integration into the global education system, strengthening its close connection with the labor market, improving the quality of education and improving management, taking into account the regional characteristics of higher education institutions, is gaining relevance. From this point of view, we can say that the world education system is based on a high level of competition. This situation is the reason why developed countries pay special attention to the priority development of the education system.

In turn, the education system, in cooperation with the scientific sphere, creates innovations in various areas of socio-economic development of our national economy, widely using advanced science and technology, and, as a result, ensures the competitiveness of the national economy. This situation should be taken into account when determining priority areas for improving socio-economic relations in the education system and developing scientific and practical proposals. Today, increased competition in the field of education in foreign countries has become the main source of economic growth. According to American scientists studying the economics of education, 15-20 percent of national income falls on the education sector, 20-40 percent of economic growth is due to the improvement and support of scientific knowledge, and the role of higher education institutions in this process is incomparable, in Western countries the main fundamental research is carried out precisely in higher education institutions (HEIs). Currently, on average, 32 percent of the working-age population (25-26 years old) has completed higher education. The largest share of people with higher education is recorded in Canada (43 percent), the USA (38 percent) and Japan (36 percent), the smallest share is in Mexico (6 percent), Turkey and Portugal (9 percent) [7].

In Germany, the basis of higher education is formed by state-owned universities. Despite the rapid development of private universities in recent years, their share in the education system is very small. They are, firstly, small universities aimed at meeting the needs of the labor market, and secondly, they are established with the financial support of private companies or are corporate educational institutions.

Higher vocational education institutions differ from universities in that they are specialized educational institutions and are smaller in size than universities, and the average duration of study is five years, with a master's degree - 1, 1.5 and 2 years, a bachelor's degree - 3, 3.5 and 4 years, and a doctorate - from 2 to 3 years. In the country, 60% of state universities are state-owned, 30% are private universities, and 10% are church-owned universities, where 1.8 million people or 32% of young people study. Among HEIs, 96 are universities, where 72.9% of students study [8]. In Germany, the higher education system is managed by local governments.



First of all, they have full autonomy over the development of the higher education system, including the management of higher education institutions, and secondly, they control the requirements for entering higher education institutions, the scope of curriculum, the examination system, the staff schedule of professors and the system of salary payment.

The activities of local bodies on the management of the higher education system are coordinated by the conference of the regional ministries of education and culture. The higher education policy and management committee operates as part of it. In relations with the government, the interests of higher educational institutions are protected by the conference of rectors and presidents of higher schools. This body acts as an intermediary between various federal and local ministries and the education system. The Federal Territorial Commission "Development of the Education System and Research" is a joint body operating at the government level. He is engaged in the development of general issues of the development of the education system and proposals for the financing of scientific and research activities at the national level.

Table 1

EDUCATION SYSTEM IN SOUTH KOREA

Stepping stones	Duration of education	Compulsory
Elementary school	6 years	Compulsory
Medium school	3 years	Compulsory
High school	3 years	Not mandatory
(Vocational Education) College	2 years	Not mandatory
(Higher Education) Univ	4 years	Not mandatory

In South Korea, there are also high schools specially established by the Ministry of Education. They mainly specialize in agriculture, fisheries, industry, and international languages. High school is not compulsory like middle school, but according to 2005 data, 97 percent of Korean youth graduated from high school (Table 2). This is a very high figure. The most famous universities in South Korea are: Seoul National University, Korea Advanced Institute, Pusan

National University, as well as private universities: Korea University, Pohang University, Yonsei University, Sogang University, Hanyang University, Sungkyunkwan University, and Woman's University.

Table 2

EDUCATION SYSTEM IN SOUTH KOREA

Institution	Information to be provided
College	Professional education
Institution of higher education	Higher education

The current National Education Goals program of the United States states that education is the key to economic power and security, the creative potential of science, culture, and the arts, and to America's global competitiveness in the 21st century [11].

The United States ranks first in the world in terms of the number of higher education institutions and students. In 1995, there were 3,501 higher education institutions in the United States, of which 1,548 were public and 1,953 were private, and this figure had increased to 4,599 in 2014 [11]. The US government has improved the European education system that prevailed in the late 19th century and created a multi-level, but university-level higher education system. The lower category of the US higher education system includes two-year colleges, the number of colleges is 1,382, of which 958 are public and 424 are private. These colleges are divided into technical or junior colleges and community colleges, depending on the focus. Community colleges, unlike technical colleges, not only teach vocational courses, but also cover the first 2 years of the university education system. College graduates can enter universities after receiving an associate degree. The number of middle-class institutions in the higher education system - 4-year colleges - is 1963 in the United States, of which 496 are state and 1467 are private colleges (Figure 1).

The advanced category of higher education institutions is universities, which number 156, of which 94 are state and 62 are private universities, which educate 40-45% of students. The US higher education system is decentralized, and no government agency provides the US higher education system with uniform state educational standards and programs. Universities form all academic issues, such as admission criteria and financial aid services for students. Conclusions and suggestions

There are some differences in the structure, management and financing of higher education systems in Germany, Japan, South Korea, and the United States. However, their main features are consistent with each other. They can be explained by the following:

- recognition of the need to reform the higher education system and adapt it to constantly changing conditions in order to ensure the competitiveness of countries in the world market under the influence of globalization;
- the need to decentralize the management of the higher education system, the need to transfer management by state bodies from administrative methods to indirect, that is, economic methods;
- the need to form a healthy competitive environment among higher education institutions in the field of education, to conduct the activities of higher education institutions on the basis of strategic management;

- to popularize higher education on the basis of creating equal opportunities for all segments of the population of the country to receive higher education, to strive to introduce new mechanisms for financing higher education and to increase its efficiency;

The following experiences in improving the higher education system in foreign countries are important for our country:

1. Finding a reasonable ratio between centralization and decentralization of the management of the higher education system and the transition to economic methods of management;
2. Improving the mechanism for forming a healthy competitive environment in the education system;
3. Improving the quality of education by reforming the higher education system and adapting it to constantly changing conditions;
4. Introduction of higher education financing market mechanisms.

Of course, today Uzbekistan has established a continuous education system that meets international standards. However, the issues of improving the quality of education, forming market relations in the field of education, and adapting to the globalization process taking place in the world still remain relevant. The problems of developing higher education in the analyzed countries, adapting it to the external environment, and increasing its efficiency are, to one degree or another, inherent in the education system of our country. Therefore, their experience in this regard is also important for the Republic of Uzbekistan.

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