



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 9th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

DOI: 10.48047/IJIEMR/V10/I04/28

Title: **EDUCATION AS AN OBJECT OF HUMAN CAPITAL FORMATION**

Volume 10, Issue 04, Pages: 111-115.

Paper Authors:

Habibullo Kuchkarov¹, Elmurod Abdullayev²



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

EDUCATION AS AN OBJECT OF HUMAN CAPITAL FORMATION

Habibullo Kuchkarov¹, Elmurod Abdullayev²

Dotsent Republic of Uzbekistan, Andijan State University¹,

Master Republic of Uzbekistan, Andijan State University²

Abstract: The article talks about the importance of education as the main factor influencing the formation and accumulation of human capital. The paper presents the main approaches to the definition of human capital, and also highlights its constituent elements. The differences between human capital and other forms of capital are revealed, and on the basis of the results obtained, its priority role in the modern economy is substantiated. The concept of investment in human capital is considered, the subjects and objects of such investments are distinguished. Education is presented as the main object of investment in human capital. The article shows the influence of education on the degree of success of a person in his professional activity, characterizes the sources of human capital formation, and also describes the influence of education on the process of human capital development. In conclusion, the author gives recommendations, the implementation of which can contribute to improving the education system, increasing its quality and efficiency, which should ultimately lead to the development of human capital as one of the key competitive advantages of the country in the modern global economy.

Keywords: Human capital; education; knowledge; investments; economic policy; the economic growth; economic development.

Introduction

At all stages of world civilization, mankind has always sought to live, to share science, living conditions and the creation of luxuries. The role of education in the formation and development of human capital in society is one of the main factors recognized by the world from a philosophical point of view. The spiritual, moral and professional level of citizens, education - the quality of human resources is one of the most important issues in building a competitive country. Because in today's competition, progress depends not on the size of the country's geographical area, but on the amount of natural resources and the development of human capital.

Development of the education system is one of the important directions of the state policy of the Republic of Uzbekistan. This resilience is reflected in the improvement of quality and the adequacy of the content of education and curricula, as well as in the promotion of teachers' work. It is currently characterized by the modernization of the process of reforming higher education in Uzbekistan and the continuation of the implementation of the future national training program. It analyzes and summarizes the experience gained, takes into

account the specific socio-economic conditions and the development of the labor market. Necessary legal, qualification, scientific-methodological, material-technical and financial conditions will be created to ensure the reform of the higher education system. Modernization and systematic reform of the structure of higher education continues.

At the same time, it is safe to say that higher education is first and foremost, is a means of social need? The fact that today's young people are focused on the main path of science is to determine their status in life, so the social task of modern preschool education, secondary education and higher and secondary special education is a priority in their minds.

The current state education system, which occupies a central place in the chain of "education-science-development", first of all determines and ensures the organizational content of economic development in higher education. In order to select the most effective ways to solve the problems of integration of education, science and development, it is necessary to take into account the issues of traditions, the established mechanisms of integration and reliance on knowledge based on knowledge, education and science.

The analysis shows that the main reason for the incompatibility of the education system with the labor market is that higher education is still fundamental, requiring them to be skilled professionals based on practical experience. Today there is a need for educational institutions of all levels to be as close as possible to the requirements of the labor market in order to avoid retraining of specialists with higher education, but with little practical experience and skills. The lack of a mechanism for taking into account the needs of the labor market in training, a strategy based on the deployment and development of productive forces may slow down the formation of the state system of training and adapt it to market conditions.

Higher education institutions should have strong ties with employers, involve them in the development of vocational training programs, participate in the activities of educational boards of trustees and form a system of corporate training.

Improving the quality of education can be achieved through the introduction of new educational technologies that can mimic modern curricula, the development of interactive forms of teaching, the widespread use of project methods and tools.

Training of qualified engineers for industries depends, first of all, on the quality of the educational process, taking into account the requirements of the labor market. This is primarily determined by the relevance of the requirements of the vocational education system to the needs of employers.

At present, the issue of involving the community and production organizations in the process of formation and implementation of educational activities that provide the required level of quality education is at an early stage. On its basis, it is necessary to develop independent forms of quality assessment of education and mechanisms for identifying, supporting and disseminating the best examples of innovative educational activities.

Addressing the priority issues of quality assurance in education will be achieved through the implementation of measures in the

following areas:

- education in order to develop a modern system of education

- implementation of independent socio-professional evaluation of educational programs of higher education institutions, taking into account the factors, including the certification of curricula, state accreditation, licensing, information and methodological support;

- Development of new forms and mechanisms for monitoring the quality of higher education, monitoring the implementation of curricula to ensure transparency, objectivity and impartiality in the assessment of educational institutions;

- Improving the academic training of teachers and students, improving the mechanisms for recognizing the equivalence of educational documents in order to develop cooperation in the field of educational services, which will contribute to the integration of the Uzbek education system into the global education system;

- Increasing the competitiveness of vocational education, community and production associations, higher education institutions for the training of personnel on the new generation of educational standards developed with the participation of employers, as well as the accreditation of community-based vocational training and vocational training. direct involvement of qualified specialists of enterprises;

- creation of mechanisms aimed not only at the domestic socio-economic needs of the state, but also at ensuring the competitiveness of Uzbekistan in the global labor market;

- Creation of a system of public-professional accreditation of specialists, which will allow to identify higher education institutions with a high level of training in a particular field that meets the requirements of the labor market.

Community-professional accreditation allows:

- to develop and improve all educational and scientific-technological activities in Uzbekistan;

- development, research, consulting,

technology transfer, improving the quality of the educational process;

- implementation of a wide range of educational services, development, communication with the community, science;
- creation of conditions for more effective demonstration of creative potential of the society of higher education on scientific, technical and innovative development;
- development of international relations in the field of education;
- Facilitate the integration of education specialists, university teachers and scientists into the international scientific and educational area;
- Development of the education system in the ranking of competitive countries in the international market of educational services.

Unification of the process of collective and professional accreditation, taking into account the specifics of each direction

It should be market-oriented, based on the universality and fundamentality of education, the formation of social responsibility and personal development, taking into account professional training. Orientation of the education system to the labor market should be at the modern level of development of science and technology before the system of labor market requirements.

The main consumers of university graduates are various enterprises and institutions, which want graduates to have a set of professional competencies that meet the requirements of the development of an innovative model of society and the economy.

Higher vocational education is an open system in which higher education institutions and employers are part of the same system. Employers need to formulate requirements for the quality and quantity of training of qualified specialists, and higher education institutions need to meet these requirements.

At present, employers emphasize the low level of special training of graduates and the fact that they have a narrow range of professions.

The main claim against higher education institutions is that graduates are not connected

with practice and knowledge, and cannot work with modern, innovative high technologies. In order to eliminate them, it is necessary to deepen the content of production operations, to involve specialists of the enterprise in trainings, to adapt disciplines to real life. According to employers, in order to improve the quality of training, it is necessary to organize operations under certain conditions.

The problem of quality training depends on the effective interaction of higher education institutions with employers. The participation of employers in the training of qualified personnel is a prerequisite for the training of qualified graduates who meet the requirements of employers.

Solving this task requires new forms of social cooperation, legal norms and contracts that will help to train specialists in higher education institutions and to meet the needs of enterprises in human resources.

The most common types of cooperation between university representatives and employers are:

- Practical training of students in leading enterprises;
- expanding the range of educational services of higher education institutions in demand in the labor market;
- identify the requirements for the quality of training;
- Development and revision of curriculum documents;
- Conducting training sessions, master classes by employers' representatives, specialists, operators;
- participation of employers in the final state certification of graduates;
- training of teachers in certain workplaces;
- Scientific and practical conferences of employers, training projects, scientific participation in seminars and others;
- project integration (joint research, opening of joint small centers, etc.);
- employment of graduates.

Mutual cooperation between universities and employers is an integral part of the transition of various activities, which are a key component of student curricula. Practice is one of the forms

of organization of professional and practical training of students in the conditions of professional activity. At the same time, he will be seen as "a leading scientist who will effectively shape the high level of professionalism of future professionals."

Curricula, development and other operations programs provided for in the relevant state standards should be aimed at continuous improvement of students' professional development, first of all, through the integration of theoretical, professional-practical and research. However, the experience of many universities shows that today the level of organization of operations is not enough for students to have a certain work experience, professional knowledge, development skills and advanced work methods. This is due to the fact that the development of national and regional innovative education is not a mutually beneficial cooperation, but only a formal relationship of higher education institutions with employers.

Institutions of higher education and employers should be interested in creating a system that combines the efforts of students to develop their professional abilities. However, while employers are willing to liaise with higher education institutions about the components of the curriculum, they are still waiting for specific offers from higher education institutions on forms of cooperation. This situation dramatically increases the role of training departments in the implementation of social cooperation of higher education institutions with employers, the organization of certain types of activities (specialties) and the implementation of educational and methodological management. They are the catalyst for social interaction with foreign consumers of higher education services, providing the formation and strengthening of partnerships.

In order to increase the effectiveness of interaction between employers and training departments of higher education institutions, it is expedient to develop cooperation programs and conclude relevant agreements.

The main tasks facing universities and

employers in the training of qualified personnel to meet the requirements of the labor market include:

- the dependence of the content of skills and operations to be coordinated within certain programs; to determine the adequacy of the skills shown by students in the types of professional activities performed by students in the workplace during the operation;

- To compile a list of professional skills acquired or developed by students during the operation. Cooperation of higher education institutions in adapting the curriculum to bring it as close as possible to the competencies required by employers;

- Reconnect with employers to improve the curriculum of higher education institutions and increase the effectiveness of curricula in higher education in order to develop and add to them;

- search for new forms of training and development activities that will help students gain sufficient experience and secure employment in their specialty (for example, the exchange of theoretical knowledge for the entire academic year, the exchange of diplomas for work, practice). orders and others).

- Encouragement of research and creative activity of students, professional assessment for the successful acquisition of technologies for building a personal career for students, the creation of situations for testing, etc.

In conclusion, the partnership between universities and employers is aimed at improving the quality of higher education, creating additional conditions for the formation of skills and competencies included in the curriculum, expanding the practical knowledge of students and deepening their practical knowledge. However, they benefit the subjects of cooperation only when the integration process is integrated into the cooperation process. It should be acknowledged that in order to improve the quality of training of qualified personnel, higher education institutions need to develop their strategic partners, passive consumers of educational services, external observers, and a comprehensive set of professional skills to meet the requirements of the modern labor market.

the effectiveness of supplier cooperation will increase.

Literature:

1. Ўзбекистон Республикаси Кадрлар тайёрлаш Миллий дастури. Меъёрий ҳужжатлар тўплами. Тошкент. "Шарқ". 2001. 9-23 б.
2. Андреева Е.Н. Формирование рынка образовательных услуг и его регулирование. МГУ-2006. СНГ. 204 с.
3. Постановление Кабинет Минстра Руспублики Узбекистан «О государственных образовательных стандартах». Т. 2001.