

QUALITY OF ECONOMIC EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS - WAYS TO REFORM THE TEACHING SYSTEM

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Abstract

The topic of economic education was, is and will be relevant at all times, because it concerns everyone, the individual, and the planet as a whole. At the end of the 20th century, our country began the transition to a market economy, a market economic mechanism. By saying goodbye to the administrative-command system in the economy and society, we thereby destroy the usual stereotypes of perceiving the world, and there is a deep rethinking of basic, conceptual actions in the theory of public education. The purpose of this article is to review and analyze the degree and level of economic education in universities today and compare what has been studied with the quality of teaching economic education in the “past”, or more precisely at the end of the 19th century and the beginning of the 21st century.

Keywords:

good position, higher economic education, secondary education, elementary fundamentals, native language, economic seminars, workshops, trainings, reforms.

It is obvious that the training of today's specialists must be different from that which existed in the past. It is necessary to bring it closer to the requirements of the market, highlighting not only solid fundamental knowledge, but also a new type of economic thinking and economic training. Considering economic training as a mandatory, important aspect of the qualifications of each worker, the teaching staff of universities should take an active part not only in producing highly qualified economists, but also in ensuring a high level of economic education for leading personnel of the national economy, workers, and employees in the continuous improvement of their knowledge [1].

Indeed, the development of the Uzbek economy and economic education are interdependent. In this regard, we hope that the economic revival in Uzbekistan will have a beneficial effect on the formation of higher economic education in the country. Growing incomes of the population increases effective demand, and the stabilization of the social and economic situation increases the attractiveness of investments in human capital, including in the form of education in promising specialties, many of which require economic knowledge. The increasing maturity and competitiveness of the labor market increases the value of abilities and knowledge, which in turn strengthens standard market incentives for obtaining a university education.

The increased ability of the population to finance higher economic education will be combined with increased demands on the acquired knowledge, which will ultimately be given an



objective market assessment. This should increase competition between universities, and therefore improve the quality of university education.

Against the background of these processes, international development assistance programs should be focused on activating the above-mentioned internal factors and development mechanisms, as well as on tasks, the spontaneous solution of which without international assistance is problematic [2].

Higher economic education in Uzbekistan at the turn of the century: difficulties in mastering new content.

Over the past decade, Uzbek higher economic education (HEE) as a whole has reoriented itself towards following the market doctrine, but today the substantive results of this process have not been assessed. To what extent does the increase in the number of students studying the “new” economics, the emergence of new universities and faculties, and the publication of textbooks lead to the final result - students’ genuine assimilation of modern economic knowledge? How quality is the educational literature published? What is the professional level of teachers currently working in universities?

Another important trend for the fate of economic education is the trend of aging teaching staff. This is due to the fact that, in fact, the new social system shook the ground under the feet of a huge number of people, and, in addition, economists were in demand in the labor market by business. There have been dramatic changes in the nature and motives of employment. Double, triple, etc. have become widespread. employment. Hence the results - young people stopped going to work at universities because of low wages, and also because it was no longer considered prestigious. It was not possible to find general data on the average age of teaching staff for the Ministry of Education. Nevertheless, for individual universities this process is quite clearly expressed [3].

The most important, key problem is that there is no investment in human capital - in teachers. The state is now trying to regulate the quality and content of education through standardization. But this is unlikely to seriously affect the level of qualifications of teachers - and this issue is the main one. The range of “freedom of presentation” of knowledge required by the standard is very large.

The processes of spontaneous additional qualification of students are interesting. This mainly happens at work: both at work while studying and at work after graduation. The student understands what is required. There is compensation for what is either given in excess or not given at all. At the same time, it is worth emphasizing that in the 1990s the labor market did not show demand for knowledge. For the name of the diploma, the name of the specialty - yes. A student, clearly feeling this, often strives not to gain knowledge, but to receive a diploma. And now, perhaps, this will change, since the market has already begun to change the nature of its needs. The methods of obtaining qualifications are very diverse. In the future, it is necessary to pay close attention to the processes of adjusting demand and supply for qualifications.

Studying Economics

No one argues about the need for higher education for successful career growth. It is enough to quickly glance at job advertisements to understand that manager, top manager, economist and accountant are the most in-demand and highly paid professions in the modern labor market. At the same time, to get a good position and successfully start a career, you first need a higher



economic education. If a young manager's resume indicates secondary education or higher education, but in other specialties, his chances of getting a well-paid job are slim. The study of economics (at least its elementary fundamentals) must be practiced in all faculties in all universities. Any educated person must know not only his native language and one or two foreign languages, master the basics of higher mathematics and have basic knowledge about the environment. The mandatory knowledge required by any university graduate includes the basic laws according to which society develops. For those who receive higher economic education, studying economics is even more mandatory, and, moreover, economics is studied by students in as much detail as possible [4].

Economic institutes prepare economists and managers of the highest class who not only know the main stages of economic development of leading countries, but also master the basics of management in a changing economic situation. Higher economic education includes not only lectures on various sectors of the economy, but also economic seminars, workshops and trainings. In many institutions, economics education includes only lectures and theoretical classes in basic economic disciplines. Students undergo extensive economic practice and by the time they graduate they are able to work full-time in almost any company.

Reforms in Uzbekistan require the development and development of new economic thinking, a qualitative breakthrough in the level of economic education. Therefore, one of the key tasks currently facing Uzbekistan is to sharply improve the quality of training of specialists in economic disciplines.

Over the nineties, only a small number of educational and scientific institutions have appeared that train economists at a level significantly higher than the Uzbek average.

Through the efforts of these research and educational centers, some progress has been achieved in training highly qualified personnel to work in government agencies and leading companies in the country. However, not enough has been done so far. The demand for competent economists many times exceeds the capabilities of Uzbek higher education. The fragmented efforts of these centers, the lack of coordination in their work, the insufficiency of their resources to solve these problems on a national scale give rise to the need to develop and implement a strategy for the educational process that can provide [5]:

1. High level of theoretical training of undergraduate and graduate students;
1. 2.Intensive preparation for practical work in various spheres of the Uzbek economy;
2. The combination of purely economic knowledge with systematic mathematical, natural science and language training of undergraduate and graduate students;
3. Access for undergraduate and graduate students to the most important achievements of world economic science;
4. Continuity of the educational process (secondary school - university - graduate school).

The final result of the program implementation is expected to be:

- formation of reliable highly qualified personnel, which are the basis for the stable development of the country;
- education and formation of the future elite, professing liberal ideas about the ways and forms of economic development of the country, contributing to the integration of Uzbekistan into the world economy.

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