

# ANALYSIS OF THE PROBLEMS OF THE MARKET OF EDUCATIONAL SERVICES AND ITS SPECIFIC CHARACTERISTICS

Mukhammadiev U. A.

Associate Professor of Samarkand State Architecture and Construction University

## Abstract

The principles of successful operation of higher education institutions and the market of educational services are studied. Factors affecting the educational services market are presented. The main directions of effective planning of the educational process are analyzed. It is based on the principles of higher education services market formation.

**Keywords:** Market of educational services, factors of tangible and intangible production of educational services, classification of social sectors.

## Introduction

The reason for the increasing interest in higher education problems and the application to it is the fact that the development of society is moving from the stage of industrialization to the stage of rapid development of information communications. In this, the creation and dissemination of scientific news has become one of the basic situations. The main foundation of these processes is the education system. As part of the educational system, people's acquisition of new social skills and roles, development of social culture, and their use of information technologies are of great importance.

Higher education is a multi-level and multi-factor complex subject of the educational system. Specific activity problems, such as meeting the needs of the national economy for experience, knowledge and skills, training of highly qualified specialized personnel, are also important. From the point of view of the traditional approach, the main goal of higher education is to create knowledge and skills that students need within a certain narrow specialization. However, at the modern stage of society's development, the demand for specialists with mature spiritual and moral education, creative and active thinking and quick adaptation to the changing market environment is increasing. Therefore, improving the quality and efficiency of educational services is a very urgent problem.

The experience of statistical recording implies the division of the economy into two parts: material production and immaterial sector. Usually, the following common criteria are used to distinguish them from each other:

- participation in the creation of material assets of industries and types of activities;
- direct impact on nature;
- transformation of labor results into material assets.



In this, the field of production of material wealth includes all material resources that produce ready-made products, energy, product storage, sorting, packaging, etc., and the non-material field includes fields that fulfill the functions of meeting the social and spiritual needs of people and serve to create favorable conditions for their work.

Non-production sectors perform certain socio-economic functions, use material and labor resources from the main funds, require investment support.

**Table 1 CLASSIFICATION OF SECTORS OF SOCIETY**

Primary sector	Secondary sector	Third sector
Agriculture	Chemistry and petrochemicals	Science
Mineral extraction	Light industry	Art
Fishing	Mechanical engineering	Education
Forestry	Metal processing	State administration
	Recycling networks	Trade
		Medical services
		Tourism
		Programming support

A more accurate classification of society's production was recommended by American economists and sociologists. According to this classification, society's production is divided into three sectors. As shown in Table 1, the primary sector deals with natural resources, the secondary sector deals with natural resource processing, and the tertiary sector includes all types of services.

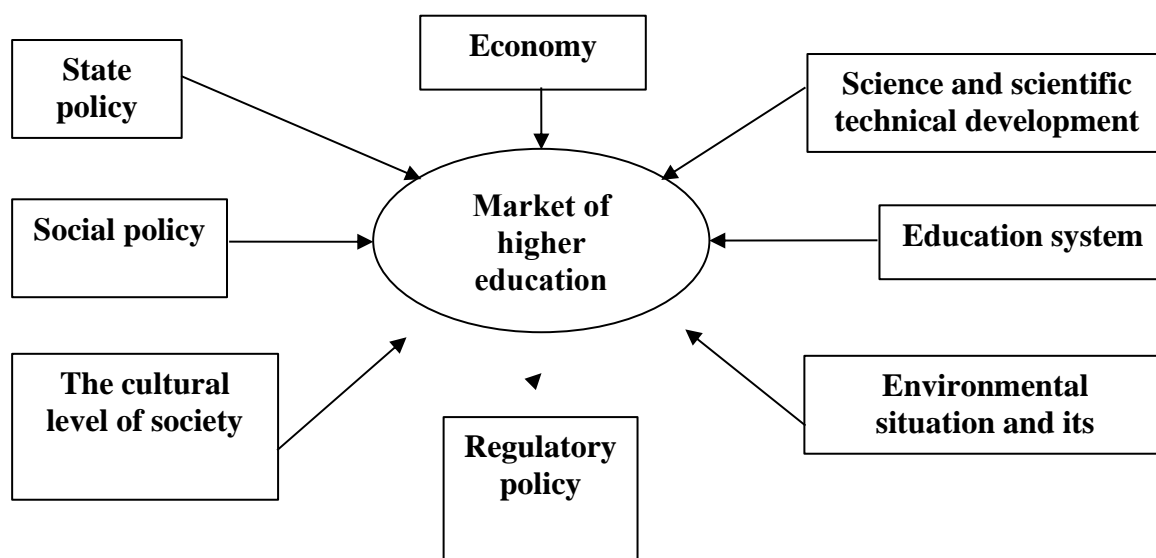
In modern conditions, intangible production is described as a complex system aimed at meeting the social needs of society. In this, one of the main constituents of the third sector is the Higher Education Institutions (HEI), which are focused on meeting the educational needs of the society in the field of educational services.

The field of educational services is multifaceted. According to Article 10 of the Law "On Education" of the Republic of Uzbekistan, education is carried out in the following types: preschool education; general secondary education; secondary special, vocational education; higher education; post-secondary education; improvement of staff qualifications and their retraining; extracurricular education.

The Ministry of Higher Education, customer organizations and enterprises that work with us as state organizations within the framework of the goals set by the Law "On Education" and the "National Program of Personnel Training", that is, the institution of higher education and its users of the service are interested.

The development of market relations in the current period is directly related to the quality of education for students. Educational services are a link connecting the social and economic activities of the state at different levels. (Figure 1)





**Figure 1. Factors affecting the educational services market.**

The market of educational services is economic, social, in addition to educational functions in society. performs political, scientific and other similar functions. Economically, there are different forms of personnel training and retraining. The Decree of the President of the Republic of Uzbekistan No. PF-4732 on "Measures to further improve the system of retraining and professional development of management and pedagogic personnel of higher educational institutions" is of particular importance.

From a social point of view, it is an important mechanism that supports educational-social activity and the redevelopment of social infrastructure. Politically, the knowledge and skills acquired by students in higher educational institutions allow them to take a place in the prestigious, active layers of society, that is, in practice, they determine the rules of political activity of society.

The market of educational services is considered an integral part of the scientific potential of the society and carries out a huge part of scientific practical research. The formation of most scientific schools and scientific personnel takes place in educational institutions.

The educational services market can be described as a process system and institution that ensures the acquisition of knowledge.

Among the elements that ensure the high quality of education, higher education institutions, which operate in an environment of increasingly intense competition, occupy an important place.

Unlike some monopolistic organizations and enterprises, OTMs do not have such an opportunity in the environment where market relations are being formed. Because there are many HEIs providing educational services. Therefore, HEIs are forced to compete with each other to increase the number of their customers (applicants). This situation is currently having a strong impact on the efforts and opportunities of the OTMs to earn money, gain a name, that is, their competitiveness. Competitiveness cannot be ensured without raising the quality of educational services to the level of the world's leading HEIs. In turn, the competitiveness of HEIs is related to the quality of educational services. Educational services are defined as

imparting information, knowledge and practical skills of general education and professional training to consumers and students on the basis of specific programs. Educational services are similar to other types of services, but at the same time it has its own characteristics:

- a) educational services cannot be directly seen, felt and tasted;
- b) educational services cannot be separated from their sources (that is, from the set of scientific and educational potential of HEIs);
- c) educational services cannot be transported and stored from one place to another;
- g) variability of the quality of educational services (due to the fact that the scientific and educational potential of HEIs are not the same, the quality of education is also different. Therefore, the preparation of students graduating from different HEIs in the same specialty differs sharply from each other).

It is known that the market of educational services has its own characteristics only in practical terms, and its theoretical aspects do not differ from the concepts of the general market and competitiveness.

It should be noted that the market of educational services has specific characteristics and laws only in practice. Its theoretical aspects do not differ sharply from other theoretical concepts related to market relations. The great American scientist Philip Kotler specifically shows the following as the main stages of the market: need, need, demand and its replacement, as well as the market itself.

Neediness is the feeling that a person lacks something. In modern society, there are various reasons why people seek to increase their level of knowledge. But the main motive is the desire of people to increase their social status and creative development. Because a higher level of education is a source of higher income and full satisfaction of one's needs. In this case, the need consists of a conscious and unconscious desire for knowledge.

The next concept is need. A need is a need that has a specific form. In this case, the need takes a clear form in accordance with the cultural level of a person. In our opinion, a need is a feeling that a person lacks knowledge and skills in a particular professional field. The need for education is the desire of the consumer to acquire knowledge and skills of a new quality level. Demand is a need reinforced by purchasing power. Consumer spending on educational services can be divided into two groups. These are financial costs and time spent. The financial costs of the consumer of educational services are related to contract fees, the cost of purchasing literature, etc. Any education, above all, higher education is related to long-term learning. Even if educational services are funded by government grants, the consumer incurs living, food, transportation, and other expenses. Thus, a situation arises where the cost of educational services ceases to be the main barrier to learning.

The concept of demand and the concept of goods are closely related. According to the definition of F. Kotler, goods are things and services that satisfy needs and wants and are offered to the market to attract the attention of customers, sell, buy, use or consume. In the market of educational services, goods are knowledge, skills and experiences offered by the creators of educational services, ie HEIs, colleges, and other formal entities. In the field of educational services, contracts are concluded between consumers and providers of these services. It is known that currently these contracts are drawn up as follows: the providers of educational services impart the necessary knowledge and skills to the consumers of these services and

provide them with a document confirming their specialization (diploma, certificate, certificate, attestation, etc.). And the consumer pays for the educational services.

So, educational services have their own characteristics. First of all, specific characteristics of educational activities. Accurate assessment of educational services provided by HEIs is a difficult task. At the moment, the only way to evaluate the educational activity of a particular higher educational institution among the customers of educational services is to collect and analyze the opinions of consumers who have used these educational services. Second, it differs from the process of material production in that the creation of educational services and its use occur simultaneously. As educational services are offered by professors and teachers of HEIs, they are consumed by students. In the implementation of educational services, HEI communicates with state organizations, individuals and organizations. The specific features of the educational services listed above do not change the main purpose of the HEI, i.e., the implementation of high-quality educational services in the field of higher education.

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