

**FOREIGN EXPERIENCE IN THE HIGHER EDUCATION SYSTEM: PROBLEMS AND  
PROSPECTS**

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**Annotation:** The article studies the models of financing the higher education system in foreign countries, the problems of managing higher education institutions based on a comparative analysis. Proposals are made to improve the implementation of the higher education system in connection with the international education system.

**Keywords:** education, Higher education system, educational services market, financing of the higher education system, financing models, management of higher education institutions, international educational institute.

**Аннотация:** В статье на основе сравнительного анализа изучаются модели финансирования системы высшего образования в зарубежных странах и проблемы управления высшими учебными заведениями. Были выдвинуты предложения по совершенствованию системы высшего образования в связи с международной системой образования.

**Ключевые слова:** образование, система высшего образования, рынок образовательных услуг, финансирование системы высшего образования, модели финансирования, управление высшими учебными заведениями, международный образовательный институт.

**INTRODUCTION.** The effective development of higher education services and the labor market is associated with the training of highly qualified specialists trained by higher education institutions, which are subjects of higher education services. As Sh.M.Mirziyoyev noted, "We all know that the cornerstone of development, the force that makes a country powerful and a nation great, is science, education and upbringing. Our tomorrow, the bright prospects of our Motherland, are closely related, first of all, to the education system and the upbringing we give to our children" [12].

Because in the conditions of market relations, socio-economic development based on free competition, ensuring the country's competitiveness in the world economic market through the introduction of innovative innovations in the field of production and services, depends on the level of use of the scientific potential of our republic [9].

In our country, the state leadership pays great attention to the development of the educational services system based on the requirements of a market economy. However, in the current market conditions, the higher education service system must meet the requirements of the higher education service and the labor market in terms of financial efficiency, the quality of its educational service system, and its use must meet the needs of those seeking higher education [7].

For this:

- regulation based on the requirements of the world market in the conditions of market economy relations;
- development of a strategy for the development of the national education system based on the characteristics of economic regions;
- organization of the higher education system in an integrated manner with scientific and research work, the organization of continuous organizational, economic and educational processes should be carried out by institutions that ensure the continuous improvement of the higher education system [8].

### **ANALYSIS OF THE LITERATURE ON THE TOPIC**

Several models of financing the development of the world higher education system have been formed over the past 30-40 years. Of these, the first model of financing the higher education system is the model of neoliberalism, which was studied by M. Fidlin, F. Chaba and F. Hask, this model is mainly used in the USA, Japan, Australia, South Korea, New Zealand and South Africa. In particular, in the 21st century, 42.5% of the costs of the US higher education system are covered by budget funds, including 27.5% from the federal budget and 2.6% from local state budgets. Public higher education institutions receive 50% of their financial resources from state administration, while private higher education institutions do not have such a right. Representatives of this model solve existing problems in the higher education system through cooperation between higher education institutions and enterprises located in the states [3].

However, the autonomous functioning of a higher education institution requires control over the use of state budget funds. In Western European countries, the solution to the problem of stabilizing relations between higher education services in connection with the transformation of the market economy is associated with the fact that higher education has become the main tool in the activity of human knowledge. The Bologna process is a common problem that requires a joint solution [2].

The second model of financing the higher education system is the formation of a social market in higher education, the theoretical basis of which is the idea of populist capitalism. Its founders are D. Schumpeter, D. Giddens and H. Mayer. This model is used in Canada, Western Europe, England, Spain and Italy. This model of the higher education system is based on the responsibility of the individual in obtaining education and making a career with the active support of the state. This model of the higher education system is partly based on market relations and is based on a decrease in the level of state funding and an increase in private funding.

The change in the sources of financing in the development of the higher education system based on this method can be seen in the example of higher education institutions in England. Currently, 33% of financing comes from the state budget, while the remaining 67% comes from private sources (from revenues received from citizens for higher education, from fees paid by private firms for training their employees) [1].

The third model of financing the higher education system is a model against the market economy, market relations in the higher education system, which was theoretically developed by the European (Brussels) and German (Frankfurt) Trade Union Research Center for Education. This education model is used in Western European countries such as Germany, Norway, Denmark, France, Sweden, Finland and other countries. This model of the education system is opposed to the privatization of higher education institutions. That is why in Germany most higher education institutions are state-owned, and education and scholarships are paid by the state. 30% of students receive financial assistance, or 33% from the federal budget, 44.6% from the state budget, and 22.4% from the community. The development of the higher education system in foreign developed countries is based on two features: central management and diversification of training of specialists in higher education institutions based on the requirements of market relations. The reason for the implementation of centralized management of higher education institutions is to ensure the competitiveness of the national economy of each country in the world market.

### **RESEARCH METHODOLOGY**

In the course of the research, the organization of higher education in developed countries, financing models, and the use of experience in providing higher education services in foreign countries were studied using statistical, comparative, and empirical methods.

### **ANALYSIS AND RESULTS**

At the same time, the need for centralized management of the higher education system in market conditions means that since higher education is mainly financed from the state budget, it is necessary to control the use of these funds.

Based on the national policy of foreign countries with centralized management of higher education, a higher education institution strategy is developed and, based on the need to train personnel in the necessary areas, they are additionally financed. Regional management organizations include the development plan for the higher education system in the development plan of this region.

The policy of each country for the development of the higher education system depends on the policy of this country. In particular, the policy of the English state for the development of the higher education system is mainly aimed at reducing state funding of universities and higher education institutions and increasing revenue from other non-state entities, and is based on the differentiation of remuneration of university and higher education institution professors and teachers depending on their scientific activities. Their salaries are determined depending on the number of students and the level of education, and financing of those engaged in scientific and organizational work is carried out only at the university level.

French state universities are independent, and relations between them and the state are regulated on the basis of an agreed agreement (contract). This agreement states that the university fulfills its obligations to the state to develop higher education and conduct scientific and research work, and the state undertakes to finance and expand the teaching staff. The state education system is centralized and is managed on the basis of adopted laws and instructions issued by various higher organizations. Curricula are managed by the Ministry of Higher Education and the Directorate of Higher Education Institutions [4].

In Austria, the tasks to be carried out are carried out in coordination with the Ministry of Education and the university management. The Austrian Ministry of Higher Education, based on a study of the demand for specialists in the higher education services market in areas necessary for the socio-economic development of the country, orders and finances the training of specialists in these areas by universities. In Austria, universities organize the development of the necessary training programs that cover the necessary innovative achievements for the training of highly qualified specialists based on market requirements, and they are responsible for this.

Universities and institutes of the republic's higher education system should strengthen their ties with international educational institutions and local continuing education institutions in terms of educational, methodological, scientific, practical and professional development.

The Institute of International Education was founded in 1919, and its main task is to establish cooperative relations with higher education institutions of countries in the field of higher education, to organize academic freedom for them, to train specialists in the field of international education, to improve the skills of teachers, to publish scientific works at the international level. At the same time, it provides international conferences, information centers and advisory services in the field of higher education. The main task of the Institute of International Education is to ensure the development of the skills of professors and teachers at a high level.

The Institute of International Education has 19 branches on 6 continents, 1,400 partners and member organizations, 42,500 participants, and 200 programs in 183 countries. In total, the Institute has 19 offices in the world, located in Hong Kong, Hungary, Mexico, Russia, Thailand, Vietnam, Ukraine, Egypt, China, Indonesia, and Ethiopia, among other countries [6].

In England, the British Council is responsible for attracting students from foreign countries. 8.5 million people attend the British Council each year, 1.3 million pass exams in professional and academic fields. The British Council is engaged in attracting students from foreign countries to study on behalf of the state.

The International Education Council also operates in the UK. It has 523 member organizations, which includes all universities in the UK. The Council includes 217 postgraduate institutions, 174 higher education institutions, 65 student councils and 61 other organizations. The French state is in third place in terms of the number of foreign students and is called Campusfrance.

This organization was founded in 1998 and performs the following tasks under the supervision of the Ministry of Education and Research and the Ministry of Foreign and European Affairs.

Promotes the French higher education system abroad; facilitates the preparation of the necessary administrative documents for applicants to study, and guarantees study in foreign countries based on quality programs.

Develops a single general information system to ensure that young people from foreign countries who want to study in France are guaranteed to study in a single quality program. It has more than 200 offices in more than 114 foreign countries. Its main task is to provide citizens of foreign countries with the necessary information.

According to UNESCO, France ranks third in the world in terms of the number of international students: 7% of the total number of international students in the world. The French Ministry of Foreign Affairs, Education and Research initiated the creation of the EduFrance Agency (Agène EduFrance) in 1998. Its main task is to ensure the active participation of the French state in international education. It is to disseminate the essence of the French education system to foreign countries, provide close assistance to foreign students and researchers, and provide consulting services, especially in the development of information technology services in education.

In Germany, the German Academic Exchange Service and the Getz DAAD Institute are responsible for attracting foreign students [5].

The German Academic Exchange Service was founded in 1925 and is the self-governing body of German higher education institutions. This organization provides scholarships to foreign students and its own students, helps internationalize German universities, supports Germanization and the German language, and cooperates with developing countries in the education system. This organization implements its goals through 200 different programs.

It can be said that the development of local higher education should be based on market demands and integration with the international higher education system, based on national traditions; based on new integration models for the development of higher education based on world standards; it is necessary to evaluate the knowledge obtained in higher education institutions not as a diploma, but on the application of theoretical and practical knowledge acquired by students in practice.

### **CONCLUSION AND SUGGESTIONS**

One of the main problems of solving the higher education system in our republic is to ensure that the domestic higher education system is in line with the international education system [10], we believe that it is necessary to pay attention to the following: using the experience of US higher education institutions in which up to 50 percent of financial resources are covered by state management, and the remaining funds are covered by enterprises working in partnership with universities; guaranteeing the individual's education and future career based on the decreasing level of state management of the higher education system; conducting scientific research in the departments of higher education institutions in order to conduct them in a way that is interconnected with the development of science in order to improve the quality of training of highly educated personnel; ensuring that the development of the higher education system develops in the necessary directions, based on the requirements of not only the domestic but also the external world market; increasing their export and import in the training of highly educated specialists in the higher education system; to organize specialists with higher education in their specialties in scientific research institutes, scientific laboratories and large industrial enterprises; to develop the interaction of the republic's higher education system with world-class higher education systems; it is necessary to pay attention

to the training of specialists in cooperation with industrial enterprises and educational institutions [11].

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