

## NEW APPROACHES TO THE EFFECTIVENESS OF INTERACTION BETWEEN PROFESSIONAL EDUCATION AND EMPLOYERS

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**Abstract.** Sustainability and effectiveness of professional education is of key importance for the development of any national economy. In this regard, innovative manifestations in the field of educational systems are necessary that is, the availability of conditions, sources and tools for modernizing the labor market at the level of the constituent entity of the Republic of Uzbekistan.

**Keywords:** education, the relationship between education and business, personnel training and labor market needs, overproduction of knowledge.

### НОВЫЕ ПОДХОДЫ К ЭФФЕКТИВНОСТИ ВЗАИМОДЕЙСТВИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ И РАБОТОДАТЕЛЕЙ

**Аннотация.** Устойчивость и эффективность профессионального образования имеют ключевое значение для развития любой национальной экономики. В связи с этим необходимы инновационные проявления в сфере образовательных систем, то есть наличие условий, источников и инструментов модернизации рынка труда на уровне субъекта Республики Узбекистан.

**Ключевые слова:** образование, взаимосвязь образования и бизнеса, подготовка кадров и потребности рынка труда, перепроизводство знаний.

The formation of an innovative economy is impossible without turning human intelligence and creative potential into a leading factor in economic growth and national competitiveness, along with a significant increase in the efficiency of using natural resources and human capital. For example, at present, Bukhara is facing a growing shortage of qualified personnel, including blue-collar workers. According to surveys, the most popular professions in the district are carpenter, reinforcement worker, and well work over engineer, clay solution engineer, and design and estimate engineer. In the oil and gas, forestry, recreational complexes, and social sphere, there is also a shortage of personnel with the necessary qualifications; a local system for retraining mid-level personnel and training of blue-collar workers is urgently needed.

The local education system and the district's external relations system (effective immigration policy measures, retraining programs, advanced training, transfer of experience, etc.) are not working hard enough to solve this problem. Many large and medium-sized enterprises in the district have withdrawn from the process of training and retraining personnel: they do not participate in the creation of training programs, do not lobby for the creation of the specialties they "need", do not accept young people for internships, do not send their employees for advanced training, etc.

In recent years, the task of orienting higher education to the interests of the regional economy in our country has been solved by involving representatives of the leading organizations and enterprises of the region in the State Examination Commission and the State Examination Commission. Thus, potential employers are given the opportunity to reflect the interests of the economy in the field of training specialists. It should be understood that this opportunity is

insufficient for modern society. This form of interaction between education and the economy in training personnel largely does not correspond to the effective economic development of the region. At the same time, with clearly insufficient budget financing, higher education has no right to allow excessive deviations between the actual graduation of new specialists and the real need for them in the region. Maintaining negative dynamics in the ratio of these indicators further complicates the development of both education and the economy.

Shifting responsibility for inefficiency in the current situation to one of the parties will not only be unfair, but also incorrect in essence. It is necessary to seek and develop new forms of interaction between the economy and education, taking into account the positive experience of foreign countries, primarily partners in the Bologna process. Society's demands on the effectiveness of education in terms of the effectiveness of total costs are increasing. In the era of mass higher education, budget financing does not fully meet the needs of universities. The state is forced to shift part of the costs to the shoulders of the population. Thus, the population is increasingly becoming a direct customer of educational services. A student who spends his family's money on education is increasingly interested in the final results of education.

The success of the transition to an innovative path of development largely depends on the degree of susceptibility of higher education to technological progress. Such susceptibility depends not least on the nature and stability of the relationship between education and practice.

If this relationship is weak and non-institutionalized, then the economy as a whole is significantly reduced in its ability to develop and master new technical ideas. The degree to which educational programs are focused on the needs of the regional economy is becoming a key indicator of the effectiveness of higher education and the quality of training. Focus on the labor market is realized through the systematic interaction of education and employers and is formalized in the form of criteria and requirements.

The population is increasingly becoming a direct customer of educational services to graduates from the point of view of their current practical suitability for employment. In addition, educational institutions are called upon to adequately respond to predictable changes in the structure of the labor market. In this sense, labor market monitoring data and forecast estimates of changes in demand should serve as an important guide for them. The ability to adequately respond depends on the degree of autonomy of universities in making decisions on making the necessary changes to training programs and on the incentives for implementing such changes. Of course, competition between universities for students is an important incentive. But it is not enough to limit ourselves to this alone.

The employer is an interested party in determining the goals and results of professional training. Today, the relevance of the contribution of business and employers to determining the objectives and content of education has increased significantly. In fact, the issue is posed in such a way that two equal parties should participate in the development of education: employers (business) and the academic community. Both parties should be well aware of each other's needs and interests, act together and in a coordinated manner regarding the training of employees. For this, appropriate forms and institutions of cooperation are needed.

The active position of the business community is already evident in many European countries. Thus, representatives of the chambers of commerce and industry of Austria, Great

Britain, Germany and Ireland take part in higher education reforms and in specialized working groups of the Bologna Process.

#### Interaction between business and education

The most notable results in ensuring interaction between education and business have probably been achieved by Great Britain. In this country, the Statement on Requirements for Higher Education Qualifications is published annually, which is developed jointly by the academic community, representatives of employers and professional organizations, as well as relevant government agencies. This document takes into account changes in labor market requirements to the greatest extent possible. The Statement serves as a guide for universities in developing and implementing strategies for graduate employability. The government believes that in a knowledge-based society, economic competitiveness and an increase in living standards depend on effective interaction and division of functions for the development of knowledge between business and higher education. In modern conditions, universities should organize their activities in the interests of economic development. In this regard, a whole range of measures is being taken to overcome the existing discrepancies between the real personnel needs of the economic sectors and training at universities in many areas, to bring together the activities of business and universities in the field of innovation. Surveys have shown that business representatives often encounter difficulties in establishing a strategic dialogue with universities on ways to overcome such discrepancies.

Many of the largest and transnational companies have been able to establish successful cooperation with universities, but mainly on an individual basis.

Taking into account their experience, the government believes it is necessary to ensure that the business community jointly formulates its requirements for personnel training and provides universities with proposals based on accurate data, in a clear form and with due articulation. This will allow education to adequately respond to the needs of the economy. The councils are also responsible for influencing the training system through certain mechanisms in order to fully implement the requirements they have formulated. Although the councils usually include representatives of large businesses, the government has deemed it necessary to allocate annual funding of £1 million to each of them. The tasks of the regional councils include: reducing the gap between the needs for current professional knowledge and skills, assessing the future needs of the economy for personnel;

- implementing measures that contribute to increasing the productivity of economic sectors through interaction between business and government organizations providing educational services;

- promoting, through appropriate investment, the expansion of the employability potential of individuals by developing their professional qualities;

- improving the quality of education and training by promoting the development of all higher education qualifications, apprenticeships, and national employment standards.

In addition, knowledge tends to become obsolete and needs to be renewed. This process is especially evident in the field of information and communication technologies. Here the period of knowledge obsolescence is 4.5 years. In other sectors - a little more. The question arises: is it worth spending resources (time and money) on the transfer and assimilation of quickly obsolete knowledge? The answer is obvious - no. The second model, proposed within the framework of the

Bologna process, is aimed at preparing a graduate with practical readiness to perform professional tasks. The basis for suitability for employment is the sufficiency of the acquired basic, general professional and applied knowledge and skills. The second model is focused on further training to expand relevant fundamental and applied knowledge in order to improve professionalism and career development. The second model provides for: close interaction between education and employers, sectoral and territorial analysis of the labor market, flexible response of educational programs to existing and future demands of the economy. This model does not allow for significant overproduction of knowledge. At the same time, this model itself, compared to the first, requires other costs in terms of structure and volume for its development and maintenance. Within the framework of this model, significant costs are associated with the reorientation of work and the improvement of the competencies of the teaching staff, with the institutionalization of interaction between education and employers, with the restructuring and subsequent systematic updating of educational programs.

#### Conclusion

In order to further successfully develop higher education, it is necessary to create a system for coordinating the training of personnel and the needs of the labor market.

This requires studying and creatively applying the experience of countries that have achieved significant success in the interaction of universities and employers.

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