

Organizational-economic mechanism of educational services market development

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Abstract

In this article, the essence of an educational cluster, the purpose of creating an educational cluster, the elements of an educational cluster, its working mechanism, the main role of the state in an educational cluster, the factors necessary for the formation of an educational cluster and their composition, the limitations that pose a threat to the formation and development of an educational cluster, and the stages of the formation of an educational cluster were studied.

Keywords: educational services, educational cluster, cluster core, price, demand, supply, higher education system, factors, individual competitiveness, educational cluster performance stage.

INTRODUCTION

In developed countries, the process of formation of educational clusters as an alternative mechanism of the market of educational services is accelerating.

The goal of creating an educational cluster is to increase the effectiveness of the development of the educational services market by making maximum use of internal and external factors. This allows:

- to use the full potential of the higher educational institution and increase its efficiency;
- fully satisfy the demands and needs of consumers of educational services;
- rational use of valuable resources involved in the field of educational services;
- by ensuring a reasonable combination of competition and cooperation, to eliminate negative situations that directly affect the quality of provided educational services.

The results of the scientific research showed that there are different approaches among economists in defining the "educational cluster". For example, D. Yu. Lapygin, and G.A. Koretskyi interpreted the educational cluster as an association of educational institutions related to the delivery of "raw materials", exchange of experience, and educational standards [5]. In this approach, some entities (resource suppliers, enterprises, i.e. employers) are completely excluded from the training cluster structure. This is M. It does not correspond to the classic definition of a cluster created by Porter. According to him, "An educational cluster is a group of geographically connected companies and related organizations that operate in a certain area and are distinguished by their common activities and complement each other" [6].

In our opinion, the scientific views mentioned above do not fully reflect the economic relations between the subjects of the educational cluster and do not allow us to form a correct idea of the opportunities associated with the creation of an educational cluster. Summarizing the opinions of various research scientists, educational clusters can be understood as a set of interrelated higher professional educational institutions, as well as organizations related to their activities: employers, suppliers of raw materials, secondary, general educational institutions, and research organizations.

Educational clusters are complex systems, the elements of which are interconnected by material,

financial, information, and personnel flows.

It is desirable to form the composition of the educational cluster with the help of the following participants: educational institutions of all levels, research organizations, employers, and resource suppliers. Its basis is a higher educational institution or a set of higher educational institutions integrated into the HEI complex. In market conditions, the main characteristic feature of modern HEIs should be its innovative direction based on modern technological, pedagogical, organizational, and economic technologies, and the quality of scientific and educational activities should be directed to continuous development.

The use of modern information, communication, and telecommunication technologies in the field of education leads to significant changes in the place and role of the teacher in the educational process and his main functions. That is, in addition to technological innovations, pedagogical innovations are widely introduced. As O. Lomovtseva noted, the introduction of technological and pedagogical innovations in the initial stages of modernization of the higher education system based on the use of cluster approaches occurs in the conditions of the existence of old management structures and methods. That is, there is a need to change specific management methods in HEIs, their development is the most important factor in the development of the entire educational system [7]. In other words, the development of a cluster approach in the field of education will inevitably lead to economic changes in the field of education along with technological changes. New mechanisms of education financing will emerge and a diversity of funding sources will be provided.

In the innovative type of HE development, the cluster includes several organizations and institutions that implement vertical and horizontal integration, in addition to the core of the cluster.

Interactions with general education, specialized schools, and secondary special educational institutions significantly expand the possibilities of improving the quality of educational services and improve the "material" in the "input" part of the system, and as a result, the social impact will increase, and in the "output" the formation of highly qualified specialists will be achieved.

Enterprises belonging to the educational cluster, that is, employers, on the one hand, are the main consumers of labor resources. On the other hand, they provide higher education institutions with the necessary information, personnel, and technical means of the educational process. Enterprises providing education clusters play a dual role: on the one hand, they provide higher education institutions with necessary resources, and on the other hand, they are direct consumers of labor resources and personnel produced by HEIs.

The main role of the state in the educational cluster is to finance these processes and create conditions for integration by creating the necessary legal framework.

The management of the educational cluster should be entrusted to the Council of the educational cluster, which includes the representatives of all structures included in the cluster and interacts directly with the representatives of the state bodies that coordinate the activities of the educational cluster.

We tried to determine the composition of factors necessary for the formation of an educational cluster. In our opinion, they are:

- sufficient technological infrastructure;
- an opportunity to develop scientific-research developments;
- highly qualified personnel ;
- resources attraction reach and Availability of access.

With that together, education clusters formation and development for known one risk giving birth one-row limitations as well we found that it exists. In our view, they are:

1) the higher education system in Uzbekistan is now introducing the market mechanism, that is, it was historically formed in the conditions of the administrative economy, and there is no opportunity for

the formation of natural educational clusters;

- 2) the relationship between higher education and business is not sufficiently developed;
- 3) there are certain difficulties in understanding the nature of clusters and their application by management structures of higher educational institutions;
- 4) the activity of the higher educational institutions of our country is not directed to the market of international educational services;
- 5) higher education in the field of corporate structures development slow is passing
- 6) for the organization and implementation of clusters execution doer power experience in bodies and business representatives and necessary knowledge is insufficient ;
- 7) education cluster on organization decision acceptance work to be done and results get a lot of time is required between ;
- 8) regarding the effectiveness of the cluster approach in business, science, and government representatives e field level trust is available not _

We think that's it factors account for the receiving country's efficient education cluster of formation necessary is a condition.

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