



Improving the Quality of Educational Services by Attracting Highly Qualified Teachers

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Abstract

The paper is devoted to the analysis of the problems of providing quality educational services by attracting highly qualified teachers. Particular attention has been given to the consideration of ensuring high-quality training of teaching staff. At the same time, special attention has been given to the basic education of each teacher, as well as the availability of practical skills. According to the authors, a narrow theoretical and practical qualification of a teacher is a guarantee of the best knowledge of a future graduate.

Keywords: educational services, specialty, teachers, students, direction of education.

Introduction

Today, the competitiveness of a higher educational institution is one of the most pressing issues in most different countries of the world and a separate university. Since those who want to get a higher education now have a huge variety of alternative options. The competitiveness of a university depends on many different factors: the composition of the subjects studied, teaching methods, location and general conditions, the availability of the necessary equipment, the amount of payment, the number of employed graduates, their positions, international recognition and many others. In addition, of course, such a factor as the level of development of the scientific school and the composition of the teaching staff of the university has a huge weight, since the qualifications of the future graduate largely depend on the skill of teaching.

Therefore, the majority of university leaders seek not only to attract highly qualified teachers to teaching, but also to create conditions and requirements that contribute to further professional development of teachers, improvement of their pedagogical skills, scientific level, linguistic abilities, and international cooperation. In the implementation of this policy of the



institution, not only consumers of educational services are interested, but also the governments of countries and the management of the institution, potential employers and partners.

The activity of an educational institution, aimed at increasing its competitiveness, gives a positive charge for the development of the institution. This positively affects both the overall image of the institution and the quality of education directly. This study analyses and examines competitiveness strategies in terms of attracting competitive faculty to an institution.

Methods

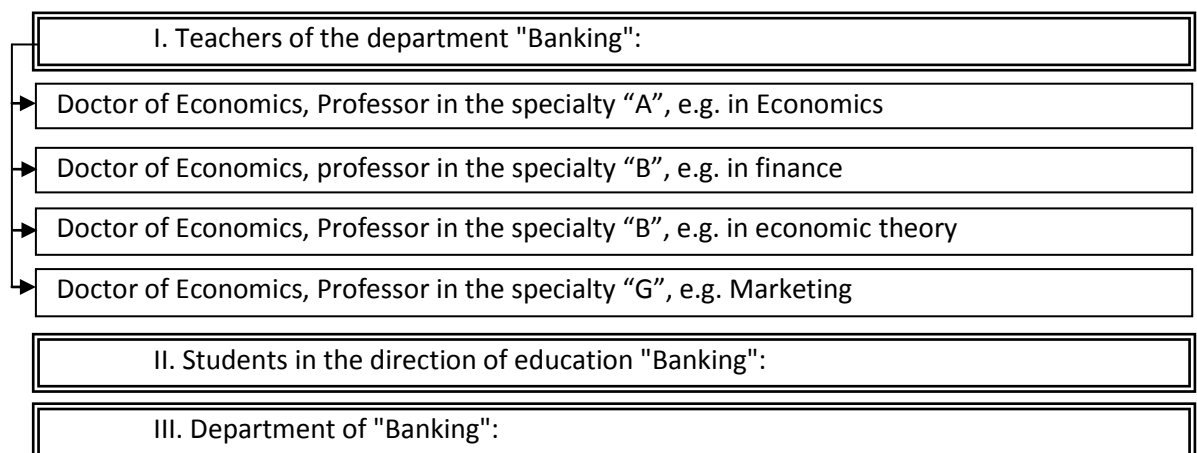
In the process of working on the study, the authors based on current trends, legislative and regulatory support, development of the county's education policies, approved by legislative and regulatory acts, used a systematic approach and scientific analyses.

Study method

Thus, in the context of globalization, the formation of a mechanism for ensuring the competitiveness of educational services can be ensured only if highly qualified teachers work in the educational process.

Focusing on the professionalism of the teacher, which is found in the works of most scientific works of scientists conducting research in the field of the quality of pedagogical activity [Matyushkina M.D., 2010; Vershlovsky S.G. 2007] and student learning is caused by four significant changes:

- growing requirements for learning outcomes, on the one hand, teachers, and on the other hand, the students themselves, their parents, employers and officials (although all of them do not show much interest in the employment of students in their chosen specialty after graduation). The reason lies in the professional level of the teacher, aimed not only at teaching using an arsenal of all required technologies, but also at the teacher's possession of practical skills directly in the specialty chosen by the students (see: figure 1).



Scheme 1. Correspondence of the specialty of the teacher with the specialty or direction of education of the student



Doctor of Economics, Professor, Candidate of Economics, Associate Professor, Art. teacher, Ph.D. in the specialty "Economic theory" teaches the subject "Fundamentals of banking", 1 person. Candidate of Economics, Associate Professor of Marketing, teaches the subject "Money, banks and credit", etc.

Is it possible to judge the quality of teaching and learning of students in this situation of scientific and pedagogical potential. In the first case, yes - they are scientists, they have the opportunity to choose a job in any specialty, and in the second case, no. They do not have a degree in Banking, which means that teachers with a degree do not master the ABC of the subject at the required level. How to be in this case? To dismiss means to reduce the scientific and pedagogical potential of the department. Waiting until they gain experience in teaching in the subjects of the department - banking - is not effective, it causes great damage to the quality of classes in the subjects of this department. In our opinion, there is only one way out - to send them to centers for retraining and advanced training, for a period of at least 4 months, namely in the direction of "Banking". This may lead, in particular:

- achieving progress in research and teaching in specific subjects of this department. This means that both teachers and students are interested in a thorough study of subjects in their chosen specialty, and this is the central link in education;

- if the majority of students are not ready for economic studies, then this can cause misunderstanding between teachers and students. Because the latter does not understand the meaning of the subject being studied, of course, and loses interest in attending classes and in teaching methods. This once again confirms that the central element of education should not be educational institutions, but its students;

- teacher of the second group, i.e. who does not have a degree in the direction (or specialty) of the Department of Banking and does not know the ABC of the subject, in every possible way, and under various pretexts, does not seek to work on himself, he does not care what subject he will teach, or give lectures and conduct practical classes.

According to the results of the study, we found that teachers who teach the subject "Banking" or other similar subjects of the above department, and at the same time do not have the appropriate basic education for the period of work at the graduating departments in the broad sense of the word, did not prepare and did not publish scientific articles, arousing great interest among both students and practitioners. All this indicates the need to reform the scientific potential of the department. Consequently, only specialists of the corresponding profile of the department should be involved in the profiling departments. And if this is not possible, then it is necessary to seek help, first of all, from universities where there are Centers for retraining and advanced training of teachers, or invite practitioners in a specific specialty to work so that they can work part-time. At the same time, teachers with a scientific degree corresponding to the subjects of the department or the direction of education of students must undergo an internship for at least 4 months every 3 years. It is very important.

In fact, we are facing the opposite phenomenon. The teacher of the second group undergoes a 2-month retraining and advanced training, thereby completing the course, receives a



certificate and calmly continues to work as a teacher, but not in the chosen specialty. All this calls into question not only the Centres for retraining and advanced training, but also traditional ideas about teaching. In addition, the students themselves are changing, they have different expectations. In this regard, in this article we decided to focus on the new educational needs of universities, regardless of training, and on improving the forms and methods of retraining and advanced training. This requires more effort to develop practical skills among teachers and students than the traditional system. This also raises the question, is the teacher prepared for such requirements? Here the answer is - definitely not - due to the lack of practical experience in enterprises. New teaching methods can be mastered from book materials, through the exchange of experience, by interpreting contractual relationships between higher education institutions, one can gain experience through special television programs, etc., but gain practical experience without visiting modern corporate enterprises (organizations, institutions) – this is hardly possible.

Centers for retraining and advanced training of teachers were known before under the name "courses".

The discussion of the results

Human capital has always been one of the main topics of research by scientists of various specialties, governments, employers and simply the population of countries, since it is the main factor in the success of the development of any industry and activity. Moreover, in recent decades, it has acquired a special meaning, since all countries have taken up their innovative development, which has proved a mandatory increase in the standard of living in the country, the growth of the capital of the country and enterprises, and an increase in the level of competitiveness. Many scientists and practitioners largely determine the development of a country by the level of its innovative development (Ahrorov, Z. O., Hanova, N., & Husanova, D. S., 2018). At the same time, some researchers believe that the result of the effective use of human capital is innovation (Ahuja, G., 2000), others that the innovation process is a knowledge management process or that various innovation opportunities depend on knowledge (Cohen, W. M., & Levinthal, D. A., 1990).

In the context of ongoing globalization, the intensity of educational development is also increasing. The field of education is replenished with many new educational factors that can compete with existing education (Widat & Efanadari, 2021). Several areas of work in academic institutions are designed to form and maintain the image of educational institutions in the eyes of the users of educational services themselves. Farizal (Farizal, A., 2021) is of the opinion that the image of the institution is important and should be maintained at the proper level in the eyes of the public, both internal and external, in relation to the institution. Public relations management is very closely related to "image", that is, to the formation of a reputation that is recognized by Islamic educational institutions.

In line with the above, Amalia (Amalia, V., 2020) explains that public trust in educational institutions can be built through public relations strategies, including getting used to communicating well with the community. Therefore, Higher Education Institutions, as educational service providers, need to create a good communication image for all sectors of society, since



good communication will affect public confidence in aspects of the quality of education (El Iq Bali et al., 2020). In addition, “The process and effectiveness of digitalization in all sectors of the economy mainly depends on the quality of the graduates and their knowledge and skills in digital technology” (Avdeeva, E. A., Alieva, S. S., ... & Yakushev, A. A., 2021). At the same time, one cannot focus on regions where, due to certain financial difficulties, citizens cannot receive an appropriate level of education (Alieva, S., & Mamatkulova, F. K., 2022).

Summarizing the above opinions of the literary source’s authors, we can conclude that for the effective development of the universities competitiveness, it is necessary to take into account a large number of factors, both depending only on the internal and external policies of the university itself, and one of the main factors, of course, is to attract teachers with high qualification. Therefore, of course, the University needs to develop policies to attract and retain such teachers in its University, as well as to continuously improve the skills of working teachers.

Conclusion

Today, the Centres should face a completely different task, i.e. the task of retraining and improving the qualifications of teachers who do not work in their chosen specialty, teachers of the older generation retire, or work with a load depending on academic degrees and titles in the amount of 0.25 to 0.5 of the rate (and have a load over this (as introduced behind the scenes by individual heads of universities) is not allowed, since, allegedly, this is due to the rejuvenation of the pedagogical potential of the department) at the expense of graduates of the magistracy. But, such an approach to attracting young people to the educational process is supernatural and not entirely justified. And this approach to recruitment will remain unclear. It often occurs when a teacher is seen off to retire and another one over 50 but under 60 with a degree is hired instead. This is the paradox. They see off retirement, or reduce the rate of a specialist in the specialty of the department, and invite a graduated teacher (a little younger), but not in the specialty of the department, but only for one reason - because of the presence of an academic degree. At the same time, they do not pay attention to the specialty of the person being hired. At the same time, it is possible to expect from such teachers a return or professionalism in the field of organizing and conducting the educational process in the subjects of the department. With such phenomena, unfortunately, one has to agree for one reason - to staff the department with scientists, so that the department would not be dissolved due to the absence of persons with a scientific degree up to the established norm or not merged with other departments, due to not being staffed with specialists in the specialty of the department.

This problem remains relevant, and it needs to be addressed urgently. This is due to the fact that the usual teaching methods no longer give the results that they gave before (most students who have a penchant for scientific research are most interested in the connection of theory with practice, which requires every teacher to have practical skills.).

To solve this problem, it is necessary to intensify the activity and practical mobility of teachers well-equipped with scientific and practical skills. The latter is of particular importance for the training of specialists - professionals for work in business entities.



State standards, in particular for economic education, do not fully implement the principle of continuity of its various levels and stages. However, the real needs of the development of the system of economic education are deviating further and further from the norms stated in the standards. At the same time, there are no real levers for bringing curricula in line with standards, which makes it difficult to track the results of education and assess the quality of retraining and training of teachers in economic areas.

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