

Education and Business Collaboration in Conditions of Transitional Economics: Philosophy of Changes

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Abstract

The main factors of raising the quality of specialists' training at Higher educational institutions of Uzbekistan and the necessity of strengthening cooperation between education and business are analyzed in the article.

Key words: Education; "knowledge economy"; Competitiveness; Foreign experience; Conducting education sphere; Investments; Commercialization of the results of university science; Market of education

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The main task that Uzbekistan must solve after gaining independence is the task of integration to the world economics and international humanitarian area. The realization of this purpose demands creation of competitive economics and attractive system of values.

In contemporary epoch – epoch of globalization Uzbekistan's business should define its place (let it be in perspective) in the system of international division of labor. It will give the opportunity to define the priorities of economics development and, at the same time, landmarks for education and business.

Undoubtedly, the leadership of the country clearly is aware of the necessity of such approach. The evidence of it – adopting the following laws: "National training program of specialists", "About Education", and "The Message of the President of Uzbekistan to Oliy Majlis" (Parliament) from January 24, 2020. But nowadays we

need more detailed conceptual working out of realization of these laws and directive documents with taking into account perspective if market economy.

The country's leadership is aware of the importance of higher education and innovations for the development of the country's economy, and adopted "The conception of the development the system of Higher education of the Republic of Uzbekistan till 2030". This program is based on The Presidential Decree № PF 5847 (October, 8, 2030)

Within the framework of this concept, research institutes and centers for the following important areas of science are organized, in particular:

- center for nanotechnology development;
- research Institute for semiconductor and microelectronics physics;
- Institute of biophysics and biochemistry;
- Scientific and practical center for intelligent software systems[1].

Economically developed countries entered and Uzbekistan is only entering to the epoch of "economics of knowledge", when knowledge becomes the necessary element of production, and important force of economic development[2.5].

In these conditions cooperation of education and business is a necessary element of development and successful functioning of both spheres. The main distinctive feature of contemporary economics is digitalization and the capability of effective converting the information into knowledge and turn knowledge into output. That is why the main condition of development of "knowledge economy" is integration of professional education, science and production.

Education is considered as selling service in accordance with "Common agreement on service Commerce" which was adopted by World Trade Organization. That's why competition between national education systems, models and methodologies has taken

place as a result of globalization in contemporary world. It is necessary to reach adequateness of national educational system to demands of “knowledge economy” in order to be competitive in these conditions. But it should be taken into account that reforms are effective when they get impulse from inner needs and peculiarities of the country and not initiated from outside.

According to our opinion there exist the following reasons of lagging behind of higher education and its poor contact with production sphere. One of the reasons is the fact that existing level of Uzbekistan’s economics doesn’t need specialists of high qualification in mass scale. The second reason is the absence of market of education and only the third reason is organizational and methodical problems of educational system by itself (its lack of correspondence to the contemporary calls).

So, successes in the sphere of reforming the education, depends on processes in the state economics. Economics rise, intake of investments, organizing of joint ventures, development of high tech productions and as a result of it – real demand on highly qualified specialists and competition at the labor market and market of education (which are not developed in the country) can accelerate the process of forming an effective system of higher education and its cooperation with business in the scale of the state.

Only competition at these markets can force the student learn diligently and demand a qualitative training. Highly qualified teachers, appropriate text books, perfect training methods, necessary material-technical equipment - necessary elements of highly qualified specialists training – will be formed in mass scale, regenerate and make effect only in condition of demand.

Social order on specialist must come of production sphere (from a consumer of educational service). In this case training of specialists at higher educational institutions will be oriented on a concrete consumer.

So, three vectors cause the training of a highly qualified, competitive specialist who corresponds to contemporary demands:

- 1) real need in high class specialists by real conditions of production;
- 2) aspiration of a student to become a high class specialist;
- 3) existence of educational institution which can grant qualitative educational service.

Development in conditions of independence shows that it is necessary adopting of international experience and its adaptation to national conditions.

Flexibility and capability of quickly adapting to changing conditions in economically developed countries are attained due to the following factors:

- variety of educational programmers;
- development of self – education skills;
- development of abilities which permit to notice perspectives and effective ways of achieving goals;

- orientation on forestalling training of specialists on the basis of foreseeing the tendencies of world economic development.

It should be taken into account that borrowing of foreign experience must be creative. For example, the five factors (criteria) of defining the best schools of business employed in the USA[3.17]:

- the principle of applicants selections,
 - quantity of employed graduates,
 - percentage of graduates in comparison with applicants,
 - reputation among professors,
 - reputation among top managers,
- could not give true answer in conditions of Uzbekistan (except two latest principles).

Side by side with absence of ability quickly react on changing conditions there exist problems which hold back cooperation of education and business:

- Education sphere managing does not correspond to contemporary standards of effectiveness and transparency. Effective public control upon the activity of educational institutions is absent.

- Complicated procedure of the concordances, hinder quick reactions on market demands. The procedure of introducing new specialties, teaching programs, learning courses, getting licenses on teaching should be simplified. It is also necessary to raise personal responsibility of officials not only for abuse of, but for non activity and indifference as well.

Educational institutions of the republic don’t have enough flexibility in forming and using budget and non budget means, mechanisms of quick reaction on demands of labor market in spite of development of market relations.

What should be undertaken? As foremost steps the following is recommended:

- logically conduct on practice the policy of liberalization of economics and assist the forming market of education;
- continue the forming necessary law foundation and get conditions in which state interference in the creative laboratory of educational institutions and business is minimized;
- create conditions for persons, who can think creatively and independently, come to leadership. Creation of sustainable model of education and business collaboration will be possible then, if to use spots terminology when “Goose Hiding” and “Gvardiolas” who can find and educate “Messys”, “Sallahs”, “Ronaldos”, will work in these spheres.

We consider that following three steps should be undertaken if one means more concrete ways of strengthening education and business collaboration:

- a. The creation of effective system of labor market monitoring, which, with high level of reliability, can define in which demand exceeds proposition is actual.

That is why the task of perfection of monitoring services activity as on the level of ministries, authorities, so on the level of educational institutions is of great importance.

b. The next factor of strengthening education and business collaboration is practical direction and commercial success of scientific researches, their possibility to be realized in the activity of enterprises. So, conception of development and rising of effectiveness of scientific researches in higher educational institutions should include learning and inculcation of advanced management; attractiveness for investments; commercialization of the scientific and technical achievements of scientists. Besides participation of enterprises in development of scientific research could be stimulated with the help of tax privileges. These measures are very important because absence of mechanisms of education and business collaboration, complexity of inculcation of scientific achievements in sphere of production, low level of financial interest of concrete executors of scientific researches lead to decrease of income of educational institutions from their commercial and scientific activities in comparison with the first part of 90 s of XX century.

In the world practice the organizing of techno parks and 'science cities' proved it effectiveness. Borrowing of this experience will assist to the lowering of dependence from budget means and attract investments. It will also strengthen education, business and science collaboration.

The experience of China where University's techno parks were organized and Russia's initiatives on building the city of science are significant.

c. It is necessary to force introduction of informative – communication technologies (ICT) to the sphere of education.

First steps in this direction are made: the training of specialists on informative-communication technologies is conducted in 18 higher educational institutions of the country. The need of production in ICT specialists is satisfied only for 70%.

At the same time methodic ensuring which is necessary for functioning of ICT in teaching process lags behind. Effective utilization of ICT in education could raise the quality of additional and distance education and advancement of specialist's qualification.

Currently, an IT Park with modern infrastructure is being created in Tashkent. We are already seeing the first results of its growth. In order to train highly qualified specialists in the field of information technology, the project "1 million programmers" was launched together with foreign partners»[4.2].

Side by side with insufficient securing with modern computers, lack of psychological readiness of the majority of teachers causes the low level of informative-communication technologies and Internet in educational purposes.

Business could participate in solving of this problem if it were given tax privileges.

What sort must educational institutions be in the epoch of "knowledge economics"? Tom Fishgrand – the author of "Guide-book on 10 the best business schools" – have written the following: "Not all the best business schools are identical: they have different method of training, different specialization, its appearance. The main tendency of the development - is the strengthening of the distinctions" [5.16].

That's why, if to tell about content of education it is difficult to say what sort should learning courses be. But one thing is evident – learning courses must, as said specialists:

- inculcate width of thinking;
- teach to comprehend psychological motivation of persons of business;
- teach students to analyze planned actions and foresee their consequences;
- teach to ask clarifying questions, which help to take responsible decisions;

The most attractive is the experience of USA business schools from the point of view of adopting its concrete forms and methods.

Teaching business in the USA is non-static: as far as needs and style of business are changed; programmers and methods of teaching are changed too.

Representatives of business frequently take part in teaching. So, at the Illinois University a Course of finance managers training is conducted. Top managers of corporations are invited to seminars for discussion of financial problems together with students and teachers[6.16].

At the Indiana University students of business school are divided into groups and compete with each other in search of the better solving of backward enterprises' problems. The winners are awarded by financial corporation.

Students of Cornell University (State of New-York) pay much attention to understanding psychological motivation of investors, providers, staffs and clients[7.17].

Utilization of these forms and methods of training, undoubtedly, would strengthen collaboration of education and business.

What does stand in the way of forming effective of education and its close connections with sphere of production? Many things hinder. But it is impossible, at first, to remove all hindering things in achieving goals (such as bureaucracy, corruption, indifference) and then realize tasks. All the negative phenomena can be eliminated only in process of realization of purposes, when these negative things are perceived as obstacles, which must be removed.

At the end we want to say the following – one should be ready that market of education will lead to situation

in which the choice of applicants as consumers of educational service and also employee estimation given undergraduates will determine reputation and perspectives of educational institutions. In these conditions the consciousness, role, psychology of all subjects of teaching process must be changes and they should be ready to it.

New task appears before educational institutions – to raise attractiveness of concrete educational institution among the youth, with the purpose to induce them to study just in this educational institution.

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