

## IMPROVEMENT OF ECONOMIC RELATIONS IN THE MARKET OF EDUCATIONAL SERVICES

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### ABSTRACT

This article provides analytical information on ways to improve economic relations in the market of educational services, competitiveness of education, ways to develop economic communication in higher education institutions.

**Key words:** economic competence, economic culture, educational institutions, educational competitiveness, economic communication, economic relations, "economic skills".

The socio-economic development of the country, the well-being and standard of living of the members of the society, the mutuality of various economic interests, first of all, directly depends on the knowledge of economic relations and laws and a conscious attitude to their implementation. Accordingly, it is necessary to ensure that a person is economically knowledgeable, observant and conscious, that is, economic competence. Observing the constantly changing internal and external environment and its increasing influence on people, enterprises, countries and the whole world, being able to foresee and foresee the necessary actions and processes of economic activity, in short, economic intelligence is one of the qualities of a highly spiritual person. one that cannot be imagined without deep economic knowledge and skills.

We can achieve the democratic civil society that we are building by creating economic civilization in all members of the society. This requires knowledge and skills of the current economic laws and regulations, ability to organize labor and production activities based on acquired knowledge.

One of the priorities for improving economic relations in the educational system is to improve the quality of educational institutions. The quality of education depends on the effective organization of educational institutions providing it to consumers. At the same time, its competitiveness is ensured by improving the quality of education. The competitiveness of the education system is the ability of education to meet the requirements and their marketability. Underlying these processes are features that provide opportunities to satisfy needs of a certain description.

The competitiveness of education is determined by comparing them with other educational institutions of the same type. This is mainly done through the following two parameters: the relevance of education to a specific need and the costs of meeting this need. In order for the educational system to be competitive, that is, to satisfy the demand, their quality should be suitable for the consumer. Thus, the quality of the education system is the leading factor that ensures their competitiveness in the market.

In the current period, the need to improve the economic relations of the educational system of our country is related to the development of science and technology, economic globalization and

ensuring the competitiveness of the national economy. At the same time, the priority development of the educational complex is considered a necessary condition for increasing the welfare of the population based on achieving high rates of economic growth.

The main essence of teaching based on the economic competence approach is to direct the knowledge, skills and abilities acquired by students in the course of education organized by subjects to the formation of competencies to use in their personal life, as well as in their professional and social activities in the future.

In the future, students should have the basic competencies necessary to engage in personal, social, economic and professional relationships, to take their place in society, to solve the problems encountered in this process, and most importantly, to be competitive in their field and profession.

Development of economic communication in higher educational institutions has become the main requirement of the time in the transition to the market economy. The "Uzbek model" was developed by the head of our country, which is a radical change of reforms in the conditions of transition to a market economy. Of course, this model emerged as a long and labor-intensive process.

Due to a number of reforms, the following results were achieved in the process of overall economic development:

1. First, the goals, tasks, and priorities set at the beginning of the reforms were mostly implemented. Economic and social stability has been established in the country. In a short period of time, fundamental changes were made in various areas of the deep economy.
2. Secondly, the legal and normative basis of market changes was created in the course of reforms. Adopted laws have become reliable mechanisms for the implementation of reforms and a guarantee that they will not go back. Mechanisms for further improvement of newly adopted laws have been formed.
3. Thirdly, stabilization of the macroeconomic and financial situation was achieved as a result of the appropriate implementation of economic reforms and the development of a well-constructed macroeconomic policy.

From birth to the end of life, a person carries out a number of economic relations, engages in various activities, which we can divide into play activities, learning and work activities. These activities are not separated from the economy, the child understands economic relations in society through play activities, in educational institutions they get to know the basics of economic knowledge along with mathematics, mother tongue, literature, and labor activities are production, service, contracts based on economic relations with a number of enterprises. creation goes hand in hand with their actual process.

On the basis of the literature analysis and scientific research conducted on the study of the problems and possibilities of providing educational and methodological support for the development of economic competence in students, it was concluded as follows.

Pedagogical conditions for the development of economic competence in students in pedagogical literature and scientific research, the development of economic skills and qualifications of students, the development of skills to engage in economic relations, the effective formation of economic thinking, professional competences, the formation of professional training of the future economics teacher in the use of pedagogical activities, the formation of economic

competences of students Under the conditions of improving their professional training, scientific researches related to the formation of communicative skills and competencies of economics students were studied and scientifically analyzed.

Based on the state educational standard of higher education, the general requirements for the content of education in the bachelor's degree in economics, the necessary and sufficient level of knowledge of the students' training, and the procedures and mechanisms for evaluating the quality of the activities of higher education institutions and personnel training were presented. In order to improve students' economic competences, it was determined that theoretical and practical understanding of the specialized subjects in the field of economic education should be formed. The importance of ensuring the macroeconomic stability of the national economy, developing skills about economic development and economic growth, macroeconomic instability and its causes, as well as the importance of developing entrepreneurship knowledge and skills in economic education teachers was justified.

As a result of the conducted preliminary research, the meaning of the concepts of "Economics" and "economic skills" was revealed pedagogically. The author's definitions of the concept of economy were given, opinions and opinions from various sources were analyzed. Basic concepts that serve to enrich economic knowledge serve to develop economic skills in students. Economic education and economic information, as well as concepts such as entrepreneurship, initiative, economic knowledge, promptness, honesty, thrift were widely covered.

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