

PROBLEMS AND TASKS OF EDUCATION IN THE ECONOMIC SPHERE

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ANNOTATION

In the modern world, in the world of developed technologies, scientific process and information revolution unlimited appearing and renewing all kinds of information and information in all spheres of humanity life activities. It carries both quick rate of intelligence development of humanity, huge quantity of scientific inventions, and lots of new theories, philosophic streams and development of humanitarian directions. Moreover, it is observed by research articles that interventions can improve education quality and student learning in developing countries and some conclusions are given as a solution for these problems.

Keywords: Economic sphere, education, efficiency, information revolution, of intelligence development of humanity.

IQTISODIY SOHADA TA'LIMNING MUAMMOLARI VA VAZIFALARI

ANNOTATSIYA

Zamonaviy dunyoda, rivojlangan texnologiyalar dunyosida, ilmiy jarayon va axborot inqilobi insoniyat hayotining barcha sohalarida har qanday ma'lumot va axborotning paydo bo'lishi va yangilanishi cheksizdir. U insoniyatning tezkor intellektual rivojlanish tezligini, ko'plab ilmiy ixtirolarni, ko'plab yangi nazariyalarni, falsafiy oqimlarni va gumanitar yo'nalishlarni rivojlantirishni o'z ichiga oladi. Bundan tashqari, tadqiqot maqolalarida ko'rilayotgan choralar rivojlanayotgan mamlakatlarda ta'lim va talabalar bilimni yaxshilashi mumkinligi va bu muammolarni hal qilish uchun xulosa va takliflar berilgan.

Kalit so'zlar: Iqtisodiy soha, ta'lim, samaradorlik, axborot inqilobi, insoniyatning intellektual rivojlanishi.

ПРОБЛЕМЫ И ЗАДАЧИ ОБРАЗОВАНИЯ В ЭКОНОМИЧЕСКОЙ СФЕРЕ

АННОТАЦИЯ

В современном мире, в мире развитых технологий, научного процесса и информационной революции неограниченно появляются и обновляются все виды информации и информации во всех сферах жизнедеятельности человечества. Он несет в себе как быстрый темп интеллектуального развития человечества, огромное количество научных изобретений, так и множество новых теорий, философских потоков и развитие гуманитарных направлений. Более того, в научных статьях отмечается, что вмешательства могут улучшить качество образования и обучения студентов в развивающихся странах, и в качестве решения этих проблем приводятся некоторые выводы.

Ключевые слова: экономическая сфера, образование, эффективность, информационная

революция, интеллектуальное развитие человечества.

To begin with, excess and unstructured information give rise to information chaos. Generally, chaos - is a mess, and at the heart of it carries an aggravation of the current situation which is considered in the field of education. Briefly, one of the most acute problems of modern education is the fight against increasing information chaos.

Regarding with the expansion of the scope and intensity of scientific and technological progress, the number of connections between people and between different fields of knowledge is growing very quickly, but the amount of information that falls upon a person at the same time grows many times faster than his ability to process, perceive, and, especially, use it. As a consequence, the necessary (and not only useful) information is drowning in the chaos of "noise", and with modern methods of selecting information, that is, with the existing education system, it is almost impossible to identify the desired signal, much less interpret it.[1]

In other words, it is very difficult for a person to navigate, to determine the importance of the information received, and also to determine which information should be given priority. This, ultimately, leads to a complete misunderstanding of many areas, and the inability to use the same information in the right direction.

Interestingly, information which is perceived and stored by social systems could have positive, negative or zero value depending on its usefulness in achieving some goal. If the goal is clear, then valuable information can be distinguished from complete information by distinguishing it from "unnecessary" information. The ratio of the amount of valuable information to the full can be called an efficiency coefficient. The efficiency coefficient is useful for understanding the nature and meaning of events that occurred in the evolution of social systems. Therefore, the pursuit of maximum efficiency cannot be considered a driving force at all its stages. It should be assumed that, on average, some optimal (not close to maximum) value of efficiency is preserved in evolution. This is directly related to the education process.

Moreover, the fact that at certain stages of the development of society is considered "redundant" information for training may turn out to be very important at other times and the society may be unprepared for the changes that have taken place. Furthermore, of course, it is impossible to give as much information as possible in the educational process, but, taking into account the above, it is possible to optimize the learning process. Nowadays, the rate of change of technology and samples occurs several times in one generation. Similarly, having started to study in one world, by the end a person gets into another world - and it is already necessary to retrain. Therefore, the thesis of the need for continuing education is advanced. In other words, if the learning process (organization process) was enough before, now self-learning (the process of self-organization) comes to the fore.

If before there was a process of differentiation of knowledge, and it was necessary because of the complexity of the object of study - Nature, now for normal learning the process of integration of knowledge should go on, in addition to the processes of differentiation. Moreover, the latter can no longer be decisive. Thus, it is enough for the "humanities" to acquaint themselves with the processes studied by the natural sciences with the help of the subject "Concepts of modern natural science", and the "naturalists" should be given ideas about the social sciences in the form of the integrative subject "The concepts of modern humanitarian knowledge".

For the proper organization of the learning process, it is important to accurately formulate its goals. It will depend on what information provided in the learning process is valuable and which is not. For adequate regulation of the educational process, it is necessary to take into account its heterogeneity associated with the heterogeneity of students in training and abilities. For the effectiveness of education, groups should be formed on the principle of close competence. The presence of two streams of information in social systems has the presence of two types of education in higher education. One is established courses of basic education and the second is related to current and new knowledge arising in the studied specialty. Only in this way can we create a system capable of generating new information, the appearance of which cannot be predicted in advance.

Additionally, education, as such, is an endless stream of information that must not only be acquired, but also used. And the future of each person and of humanity as a whole depends on how well these two tasks are accomplished. In the information society, education is a prerequisite for its existence, therefore, the sphere of education becomes a priority, responsible for the formation of a new social character, capable of forming a new culture of the information society.[2]

According to the investigations of Rza Mammadov and Ahmet Aypay, the number of scientific research projects in the major field of study negatively influences the efficiency scores of research universities. Instead of centralized management and output-oriented evaluation, university-based regulations must be identified, and process-oriented measures should be taken. [3]

In addition, the main problem faced by modern society is the inability to grasp and streamline the flow of incoming information. But this is precisely the main goal of education. In what direction should the education system, especially higher education, be reformed? These issues are extremely relevant today. From the fact that there is a need for a radical improvement of education and determination of its status in society, it does not at all follow that a revolution must be made. It is required to gradually and prudently forge new principles, put them into practice, testing them by experience. In higher education, classical universities still play the main role, where education is closely connected with their own scientific research and is mainly focused on science. At the same time, new universities appeared, where, along with the scientific direction, tasks are set that are focused on practical professional activity.[4]

Moreover, according to the research of Serena Masino and Miguel Niño-Zarazúa,[5] the authors conducted a systematic review to identify policy interventions that improve education quality and student learning in developing countries. Relying on a theory of change typology, these authors highlighted three main drivers of change of education quality:

First and foremost, supply-side capability interventions that operate through the provision of physical and human resources, and learning materials;

Secondly, policies that through incentives seek to influence behaviour and intertemporal preferences of teachers, households, and students;

Thirdly, bottom-up and top-down participatory and community management interventions, which operate through decentralisation reforms, knowledge diffusion, and increased community participation in the management of education systems. Overall, researchers findings suggest that interventions are more effective at improving student performance and

learning when social norms and intertemporal choices are factored in the design of education policies, and when two or more drivers of change are combined.

In conclusion, the processes of reforming education systems have covered most countries of the world. Firstly, in our country, in addition to the European example, where dividing education into certain in-depth areas can be not only useful, but also necessary, the humanitarian sphere should be developed, which, in turn, will help unite all areas into a single process that is understandable and development.

Secondly, active introduction of information technologies is the first step on the path of transformations in the education sector of Uzbekistan. Each of us should strive to improve the state of the country in all its spheres. But really high-quality education and aspirations of youth are the main levers driving these processes. That is why the discussion of problems in the field of education, directly with the young generation itself, may be the most useful and effective means on the path of improvement and qualitative transformation. Thus, the principle that should underlie modern higher education is the integrity of education - scientific, technical and humanitarian.[6]

Thirdly, from the investigation of Serena Masino and Miguel Niño-Zarazúa we can conclude that interventions are more effective not only at improving student performance and learning, but also when social norms and intertemporal choices are factored in the design of education policies, and when two or more drivers of change are combined.

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