

THE IMPORTANCE OF THE EFFECTIVENESS OF THE FINANCING SYSTEM IN IMPROVING THE QUALITY OF EDUCATION

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Annotation: The article explores theoretical approaches to the relationship between education funding and the quality of education, and comments on the analysis of the debate between them and the mechanisms for improving education funding. Scientists who argue that there is or is not a correlation relationship between the quality of education and the level (amount) of funding are conditionally disclosed in two groups. Feedback was then made on the effectiveness of education funding, and suggestions and recommendations were put forward.

Keywords: quality of education, education funding, efficiency, quality and interdependence funding.

Education is seen as an investment in the future, as it brings many economic and social benefits to people and societies. At the same time, the issue of financing education is the most relevant and controversial in all states. Since the spending on education, which is usually derived primarily from government budgets, education funding has been the subject of controversy from education and finance experts.

The main questions in this debate are: how much should be allocated from the state budget to fund education? How should Financing be carried out, that is, its mechanism? the main thing is whether the level of financing (more or less funds) affects the quality of Education? Does it improve the quality of Education? and we can see controversy over other similar issues.

Stanford University Professors E. Hanushek and A. Lindset argues that despite the nearly quadrupling of costs per pupil in the United States from 1960 (including inflation) to 2009, educational achievement remains the same, and argues that there is no point in increasing funding for education in the state or state migration, advancing that hadeb should establish funding based on educational outcomes, rather than instructing failing schools to provide more funding.

E. from Russian research scientists. Saviskaya and D. Chertikovtseva supports these views. Researchers argue that the ratio of educational costs to GDP in student achievement and achievement does not depend on the ratio of educational costs to total government costs and whether teacher monthly salaries are above or below the national average wage level. To substantiate their opinion, the researchers analyze the cost of education funding and education, compare the international test results of PISA and TIMSS of Russia and other countries, and report that despite the increase in funding in Russia from year to year (albeit a little), there was practically no change in test results. From this, researchers suggest that the fall in the quality of Education does not depend on the lack of more funding from the state or a low teacher salary, but on perfectly developed educational standards, educational burdens and teaching methods of

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experienced (qualified) teachers, and on the independent work of students and the characteristic of the student's family.

The opinions of schoolchildren also play a big role in this regard. In particular, a user named Elliot, an upperclassman from a California school, leaves a post to Quora's site complaining about his school. According to him, his school's average SAT English score was 589, while his average SAT math score was 583, giving a total School average SAT score of 1,172 (for reference: the maximum SAT English and math score is 1,600 out of 800). Elliot also notes that this figure has not changed with the increase in teacher salaries, the area in which he lives will be a rich area. He said that a school 10 minutes away from school had an average SAT of 1,500, advancing that the school's test scores and quality of Education did not depend on teacher salaries or the rich and poor of the area-rather on the teaching method and the activities of diligently qualified teachers.

Other group scientists advance that the level (amount) of education funding, teacher salaries greatly affect the quality of Education. In particular, the Russian researcher E.Suslova quotes this in a 2009 article: "teachers receive low wages (3.5-4 thousand rubles), which limits the penetration of highly qualified young professionals into the education sector. Among other disadvantages, the motivation of teachers to increase labor efficiency and their social status remain at a low level". Suslova E., Koverova M. and, as others note, in order to grow a qualified teacher, first of all, it is necessary to raise the status of teachers, to provide them with good material and spiritual support. After all, improving the quality of Education also goes back to qualified teachers. In addition, education costs are also increasing today. In particular, the issues of innovation and technological updates not lag behind these technological changes, their most involvement in the educational process, are also contributing to a sufficient increase in educational costs. Without these technological changes, it will not be possible to create a modern educational system and provide adequate knowledge.

American researchers Carmel Martin, Ulrich Bozer, and b. funding is a central component of providing high-quality education, often emphasizing good outcomes. They quote a 2016 study showing that equality was achieved, albeit slightly (reduced by one-fifth), in the educational performance of students in rich and poor areas by providing more funding to school districts with higher poverty rates, reforming school funding policies between 1990 and 2011.

Another American scientist, Jackson and Maskyavichus, recently conducted a large and comprehensive study on this. Their study found that increased school spending improved student performance across multiple outcomes such as test scores, graduation, access to higher education, future income increases, and its intergenerational mobility.

In recent times, many studies have confirmed a link between educational spending and Student Educational Performance. Educational cost increases as a result of educational reform have produced a number of positive outcomes. In particular, (1) improved test scores, (2) Increased the likelihood of graduates entering higher education institutions and successfully completing it, (3) economically, student students began to receive more salaries as adults, (4) economic prosperity passed from generation to generation, (5) with an increase in teacher salaries, housing prices in some areas rose, and this (6) positively affected economic growth with an increase in costs in low-income areas.

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Although the approaches of both groups, which we see above, contradict each other, converge at one point: the amount of funds for education is important but when it is used effectively. Indeed, we fully agree with this opinion. It is clear that educational outcomes will be good if educational costs are implemented for educational purposes. It is necessary to create a mechanism for the effective use of educational costs. Many scientists are confused about this. How to ensure the maximum efficiency of training costs? It is advisable to study the experience of states in this regard.

For example, in the 2014 Folkeskole reform, the Danish government defines three main goals related to student success, equality, well-being and a number of their measurable indicators. Progress on these indicators is monitored by each school and reported to municipalities. Another notable aspect of Folkeskole reform based on specific goals is Teacher Development and specialization policies. In line with this, certification is aimed at 95% of teachers by 2020 through attestation in all subjects they teach. To facilitate this process, the Ministry of Education has established additional targeted funding. Evidence-based recommendations should be made on how these funds can be spent. To apply for these funds, municipalities must develop a plan for their use, Report on the progress of the work and return funds not spent until 2020 to the ministry. If another state takes Estonia for example, then bodies of all levels are actively involved in the development of educational strategies. Under the legislation, national governments, local governments and schools are required to have a strategic development plan. National and local governments will have to have their annual budgets with four-year mid-term spending plans and long-term strategic plans, and conduct their activities in accordance with these plans. School principals are responsible for producing school budgets. Most local authorities operate on well-defined budget calendars and report to the school principals each spring about budget limits for the following fiscal year. These figures are then set in the fall when they are clear. In public schools, school budgets are reviewed by democratically elected boards of Trustees composed of parents, teachers, and students before final approval by local authorities. These boards of trustees include both external experts and industry representatives on the example of vocational training schools. At the very end, the Ministry of Education approves the budget of Public Schools.

In some studies, funding argues that it should be done based on priorities in education. When Andreas Schleicher, founder of the PISA study, Special Advisor for education policy to the secretary - general of the organization for Economic Cooperation and Development (OECD), visited Uzbekistan on April 21-may 7, 2022, when asked which direction of education is more effective, Schleicher argues that quality depends on the knowledge and competence of teachers and that the quality of education can never exceed the quality of a teacher. In other words, as teacher qualifications and quality of teaching improve the quality of education, it is necessary to invest more in teachers, retrain them continuously, improve their skills and provide comprehensive support.

There is a need for an in-depth study of the mechanisms of efficient expenditure and use of funds and (mental and physical) resources. In this case, it is necessary to take into account local conditions and opportunities, the form of government and the mentality of society, to establish the principles of accountability and responsibility for each sum. These should all be embodied in the form of educational strategies, laws and decisions.

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In conclusion, the question of the connection between educational financing and quality indicators is still causing controversy in the Society of science. Because, although I have funds, it is not at all a solution. Therefore, the issues of efficiency are of great importance in the financing of Education. Of course, there are also researchers who argue that funds in education have a large and positive place for society in socio-economic terms, even despite the quality and productivity of Education. However, this is possible with the fact that the state has enough funds and resources. If a state has a budget deficit (a situation that is usually observed in many developing states), it is to find an excess for education. In this case, it will be of great importance to focus on carefully worked educational priorities and effectively use funds.

Thus, success in education remains dependent on having specific goals and priorities and improving the financing strategy and developing the mechanism of its operation. For this, a great place is occupied by the need to ensure the active participation of local bodies and schools in short-and long-term plans and strategies adopted at the state level and, accordingly, to increase the transparency, uniqueness of the mechanism of operation. It should be noted that all plans and strategies, costs and financing mechanisms for education should be aimed at the quality, effectiveness and effectiveness of Education.

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