

**INNOVATIVE APPROACHES TO MANAGING THE EDUCATIONAL,
METHODOLOGICAL, AND MATERIAL-TECHNICAL SUPPORT PROCESSES IN THE
EDUCATION SYSTEM**

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Annotation: This article explores the practical significance of improving the quality of education by introducing effective management methods into the process of educational, methodological, and material-technical support of educational institutions. It also emphasizes the application of intensive mechanisms for utilizing modern, innovative, and technological knowledge based on advanced international experience. The article develops proposals and recommendations for improving management activities through enhancing the economic functionality of educational institutions.

Keywords: educational management; education economics; material and technical support; innovation; educational and methodological support; financing; investment.

In today's highly globalized society, which is increasingly driven by the widespread implementation of digital technologies, the concepts of “quality educational services” and “national economic competitiveness” are interrelated and interconnected. Although they may appear to be distinct and unrelated fields at first glance, in reality, the development of sectors and industries largely depends on the effective use of modern innovations, new educational technologies, and the implementation of education models that are deeply integrated with practical experience. Therefore, in recent years, issues related to the management of education have become more important than ever, with the aim of utilizing knowledge and intellectual capital more efficiently. This has led to greater attention to the education services market, increased competition, a growing demand for quality education, and a rise in the need for additional material and technical resources.

International research findings show that leading companies across various sectors collectively spend nearly \$1 trillion annually on employee training and retraining. This amounts to an average of more than \$1,500–\$1,600 per employee. When viewed by industry, the top spenders are companies that provide software as a service (SaaS) via the internet. These companies allocate approximately 13% to 24% of their annual revenue to employee training, retraining, and research and development (R&D) activities. Next in line is the pharmaceutical industry, which invests around 15% to 17% of its annual revenue in these areas. Companies engaged in agriculture and agricultural processing typically allocate 1% to 5% of their annual revenue, while large corporations spend about 4% to 7%.

For example, prominent international companies such as General Motors and Philip Morris allocate 3.5% to 10%¹ of their income to knowledge management. In these firms, positions such as Vice President for Knowledge Transfer, Knowledge Exchange Manager, Director of Intellectual Property Management, and Project Manager are being introduced within their management structures.

¹ N.S. Fayzullayeva, “*Education Economics and Management*” teaching aid, Tashkent, LESSON PRESS Publishing House, 2020, p. 6

In recent years, systematic measures have been undertaken in Uzbekistan to fundamentally reform the education system. One notable example is the Presidential Decree of the Republic of Uzbekistan “On the approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030.” One of the main objectives outlined in this concept is to ensure that, by 2030, Uzbekistan ranks among the top 30 countries in the world according to the **PISA (Programme for International Student Assessment)** rankings. The concept also focuses on strengthening the material and technical base of public education institutions, increasing the efficiency of budget funding, expanding competition in the public education system through the development of public-private partnerships, and enhancing the attractiveness of employment in the public education sector. This includes gradually increasing wages, material incentives, and social protection for staff working in general secondary education institutions.²

Another example can be found in Chapter 9 of the Law of the Republic of Uzbekistan “On Education,” titled “**Financing and State Support of Education,**” which addresses the economic functionality of educational institutions and their financing mechanisms. This chapter outlines both public and non-governmental sources of funding for educational institutions.³ Specifically:

- **Article 62** – Financing of educational institutions
- **Article 63** – Education development funds
- **Article 64** – Public-private partnership in the field of education
- **Article 65** – Attraction of investments in the field of education
- **Article 66** – Property of educational institutions

At all levels of the education system, in order to strengthen the material and technical base of educational institutions and improve the efficiency of funding from both the state budget and off-budget sources, measures are being taken with reference to the best practices of countries with advanced education systems. These include gradually implementing modern technologies and engineering solutions in construction, reconstruction, and capital repairs; establishing new types of schools based on international models within the framework of the “**Modern School**” state program; and adapting newly built schools to meet contemporary standards. Furthermore, general education schools are being equipped with modern furniture, devices, teaching and methodological materials, computers, multimedia equipment, and video surveillance systems. The implementation of paid services in general education institutions, as well as the practice of forming off-budget funds through sponsorship and charitable donations, is also being introduced. In addition, a set of measures has been approved to enhance the material and technical base of general education schools and to increase competition within the public education system by the year 2030.⁴

² Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030". <https://lex.uz/docs/-4312785>

³ Law No. O'RQ-637 of the Republic of Uzbekistan dated September 23, 2020, "On Education", <https://lex.uz/docs/-5013007>

⁴ Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030." <https://lex.uz>

According to the Decree of the President of the Republic of Uzbekistan on “**Approval of the National Program for the Development of Public Education for 2022-2026,**” pedagogical staff holding relevant certificates in general education subjects are entitled to monthly additional bonuses as follows:

- Pedagogical staff with internationally recognized certificates receive a bonus amounting to 50% of their tariff rate;
- Pedagogical staff holding certificates obtained through the national assessment system that meets international standards receive a bonus of 50% of their tariff rate;
- Pedagogical staff with certificates from the national assessment system of the National Center for Knowledge Assessment, which do not meet the above requirements, receive a bonus of 20% of their tariff rate (excluding foreign language certificates).

Pedagogical staff holding foreign language certificates obtained through the national assessment system of the National Center for Knowledge Assessment, which do not meet the above-mentioned requirements, are entitled to a monthly additional bonus as follows:

- Until January 1, 2025, the bonus will be paid at 50% of their tariff rate;
- From January 1, 2025, the bonus will be paid at 20% of their tariff rate.⁵

In our country, among all levels of education (preschool education, general secondary education, vocational education, higher education, and postgraduate education), the largest share of expenditures by volume is allocated to the financing of general secondary education institutions. Following this, preschool education and vocational education expenditures occupy the next largest shares, respectively. The higher education system has broader opportunities for self-financing. The share of funds allocated to general secondary schools in total education expenditures was 58.1% in 2019 and increased to 65.6% in 2022.

The rapid introduction of modern knowledge into educational fields, as well as social and other sectors, through the extensive application of scientific and technological achievements, is a crucial condition for the accelerated development of our national economy. At the same time, a deep analysis of the country's developmental path, the sharp changes currently taking place in the global education system, and the increasing competition in the context of globalization demand the development and implementation of completely new approaches and principles to ensure the national economy's sustainable and rapid growth.

Nobel Prize winner in Economics, G.S. Becker, in his theory, substantiated that investing in intellectual capital by both the state and private sectors is an economic necessity⁶. According to G.S. Becker, the idea was put forward that “investing in social programs aimed at citizens' education, healthcare, and workforce training is equivalent to investing in the creation of new technologies, which can bring significant benefits in the future.” Similarly, the extensive reforms

⁵ Decree No. PF-134 of the President of the Republic of Uzbekistan dated May 11, 2022, "On Approval of the National Program for the Development of Public Education for 2022–2026". <https://lex.uz/ru/docs/-6008663>

⁶ X.A. Qabulov, M.B. Kimsanboyeva "Issues of Reforming the Financing of the Education System" Science and Education Scientific Journal, April 2021 / Volume 2, Issue 4, p. 669

currently being implemented in our country’s education system largely aim to create favorable conditions for education and to further improve the system of material and moral incentives for pedagogical staff.

Within the structure of expenses in the public education sector, employee wages (including the unified social payment) constitute a significant share, accounting for more than 89.8% of total expenditures in 2022 (see Table 1).

Table 1. Structural Composition of Public Education Sector Expenditures in 2022

No.	Indicators	Amount (billion UZS)	Share (%)
1	Total expenditures, including:	30635,4	100
2	Salaries and equivalent payments	27500,10	89,8
3	Utility services	208	0,7
4	Current repair expenses	285,3	0,9
5	Coal purchase	121,3	0,4
6	Expenses for purchasing fixed assets	138	0,5
7	Other expenses	2382,70	7,8

Alongside the gradual increase in the monthly salaries of employees working in the pedagogical field, the development of the material and technical base of educational institutions, repairs, new construction, resource provision, qualitative improvement of textbooks and teaching aids, as well as the consistent and systematic implementation of various organizational measures, are also rapidly progressing.

In conclusion, the implementation of innovative ideas, developments, and technologies that ensure rapid and quality progress toward our country’s inclusion among the world leaders of civilization requires deep integration of education, science, and economic sectors. In turn, innovations are one of the key factors in strengthening the status of education and training qualified, competitive personnel. The proper application of modern innovative processes is complex and requires thorough analysis of their development patterns and effectiveness. This creates a demand for specialists working on integrating education with practice—namely marketers, project managers, and innovation managers. This is because the integration of education and industry (sectors and fields) places serious demands on leaders and specialists. These demands are related to the necessity of developing and implementing an effective strategy for education-sector integration, and solving such problems requires managers with knowledge of management in the field and professional managerial skills.