

*Makhsutaliyev Abdusalom Hasanovich*

*Associate Professor, Tashkent State University of Economics*

*Student Masudjonov Ozodbek Turobjonovich*

## THEORETICAL ISSUES OF STUDYING EDUCATIONAL SERVICES AND ENTREPRENEURIAL ACTIVITY AND THEIR EFFECTIVENESS

**Abstract:** This article examines the theoretical issues of studying educational services and entrepreneurial activity in higher education institutions, as well as their effectiveness. It is shown that the specifics of economic relations in the field of higher education should be interpreted, first of all, from the point of view of the interests of society.

**Keywords:** entrepreneurship, educational services, economic efficiency, extrabudgetary activities of higher education, extrabudgetary sources of financing, management, social services

In recent years, our country has been paying special attention to the further development of education, including higher education. After all, the events and phenomena taking place in the world show that every activity is based on scientific achievements, and scientific discoveries require the rapid advancement of human development based on innovative technologies. If we observe world experience, today we can see that universities that have organized education based on the University 4.0 concept have become the nucleus of revolutionary changes not only in the state, but also in the world. This reality has also affected the higher education system of Uzbekistan, requiring organizational and structural, qualitative and content, quantitative and qualitative changes. Based on this need, a number of regulatory documents have been adopted and important tasks have been set to improve the education policy in our country. There are 114 state, 29 foreign, and 67 non-state universities operating in Uzbekistan. The coverage of school graduates in higher education has increased from 9 percent to 47 percent over the past 5 years. The increase in coverage of higher education cannot but affect its quality. That is, with an increase in the number of students, there is a need for additional professors and teachers, an expansion of the material and technical base, and the creation of the necessary conditions. Now it is necessary to implement tasks such as improving the content of educational programs in the field, in particular, revising qualification requirements based on the needs of employers, creating a catalog of disciplines that form the necessary professional competencies, a curriculum and syllabi, and creating an organizational and methodological environment for the development of independent learning skills. Also, in this regard, it is necessary to study the theoretical issues of educational services and entrepreneurial activities in higher education institutions, as well as their effectiveness.

An analysis of scientific research shows that the specifics of economic relations in the field of higher education indicate the need to interpret it, first of all, from the point of view of the interests of society. Among the goods and services produced in the economy, there is a special type of goods and services called public goods, which, in view of their social significance and the status of state ownership, would not be suitable for the market to produce. In most cases, social services have the characteristics of both private and public interests, that is, they are considered a "mixed" public interest. In particular, higher education services are also among them. However, it cannot be said that higher education institutions fully express the interests of society. Only fundamental research and basic education can meet the requirements of the pure public interest of the cycle of trade. From

another perspective, higher education can be viewed as a private benefit, since its acquisition is considered to be a means of self-realization of a person, a guarantee of professional and entrepreneurial success, and a means of social protection against fluctuations in the labor market. From this point of view, the study of the economic nature of higher education services is currently considered a priority research area among foreign and domestic specialists.

Having stopped at the opinions on educational services, let us first consider the definitions given by economists to the concepts of service and education.

F. Kotler defined it as: "A service is any activity offered by one party for a consideration. In this case, the feeling of ownership of something is generally absent." Also, to explain the definition in the article, let us briefly consider the following characteristics that distinguish a service from a product. They are:

- intangibility. Services cannot be seen, but can only be heard and felt during their performance (performance);
- inseparability from the source. A service cannot be separated from its source. It can only be performed in the presence of a service provider, that is, in the presence of a service provider;
- the quality of the service is not constant. The quality of the service varies widely depending on the place and time of its provision and the people who use it;
- insurable. Services cannot be stored for later use.

UNESCO's 20th General Conference session defined: "Education is understood as the result and process of improving the behavior and capabilities of an individual. In this regard, it is a means of achieving social maturity and individual (personal) growth."

The Law of the Republic of Uzbekistan "On Education" recognizes: "Education is a purposeful process of learning and upbringing in the interests of the individual, society, and the state, aimed at achieving educational levels established by the state."

V. Shetinin, in his turn, expressed the opinion that in terms of its connection with education: "It is understood as a set of enterprises, organizations and institutions engaged in educational activities aimed at retraining and developing the human resources of society, as well as meeting the needs of the population in educational services." If we explain the definition, the main goal of education is to develop the personality of a person as a worker, employee, and citizen as an educational process.

As a result of the analysis of domestic and foreign economic literature devoted to the study of these issues, it was observed that there is no clear definition of educational services.

However, the most widely used definition is that of V.R. Shetinin: "Educational services are a system of knowledge, information, skills and abilities used to meet the needs of the state, society and the individual."

It is appropriate to approach educational services from a different perspective than from a consumer perspective. Because the transformation of educational services into labor depends not only on the actual consumption of educational services, but also on the quality and quantity of personal labor in the process of consuming these services, personal abilities, their implementation, and other subjective factors. Therefore, in this context, the differences in educational services can be understood in the knowledge, skills and abilities that are the product of the collaboration between the teacher and

the student. In this case, the consumers of this product are mainly the students. Therefore, this product, namely the educational service, can be understood as the labor of teachers. Coming from the sources, we can quote the following definition given to it by the economist E.N. Rorov: "Educational services (the work of teachers) are not considered as a set of knowledge, skills and abilities, as they are presented in economic literature, but as a product of an educational institution."

Economist F. Kotler gives a more precise definition of educational services. In his opinion, "Educational services are the desired product of an educational institution - a curriculum developed by an educational institution to meet the needs of education, vocational training, training and retraining in order to achieve specific social benefits." Therefore, we believe that it is appropriate to define it as follows: "A training program is a set of educational services provided by an educational institution in accordance with the resources available and aimed at changing the level of education of a consumer during his professional career."

In his work on the concept of educational services, the economist E.I. Skirak explained: "The economic category of "educational services" includes the conditions of desire, basis and responsibility for the production and consumption of goods by economic entities (enterprises, organizations and the state) and is replaced by the concept of "driving educational services" in the network."

Having come from the above, let us turn to the characteristics of educational services from the previously listed traditional descriptions of services.

First, since services do not have a material description, they can be perceived as the most important indicators that allow them to be represented in education. To achieve this goal, indicators such as educational standards, curricula and programs, information on teaching methods, forms and conditions of education, certificates, licenses, and diplomas serve.

Secondly, if the inseparability of the source is applied to educational services, then in the purchase and sale of such services, the seller transfers the right of ownership (property) to his own goods, while the consumer does not acquire such a right. In a broad sense, the economist E.N. Rorov explains this as follows: "a 'property' is produced, given, consumed and sold at the same time." In this situation, the desired type of teacher replacement changes the process, results, and, of course, future demand for educational services, and affects them. In addition, depending on the characteristics of educational services, their consumption can be seen as occurring with the beginning of their provision.

Thirdly, the instability of quality in educational services can be explained by the fact that the process of providing educational services and their results cannot be separated from those who provide them, and therefore, strict standards cannot be established. This is due to the following reason, namely, the variability of "incoming and outgoing material". If we clarify this recognition, it can be explained by the fact that what consumers of educational services want and what kind of educational material is provided to them on what subject and what kind of product is produced as a result are constantly changing.

Fourth, educational services demonstrate their non-storability in the following two ways:

1. On the one hand, economist A. Rankrukhin emphasizes that "educational services cannot be fully traded and purchased in advance in the form of a material commodity, expecting an increase in demand for them," on the other hand, educational services (like other material goods) are purchased by both the seller (teacher) and the consumer (educational recipient) is also not stored for the purpose of re-transmission. This feature of educational services can also be expressed in another way. However, it

should be emphasized that some educational information can be partially transcribed and stored (on electronic data storage media, compact discs and cassettes).

2. On the other hand, the non-preservability of educational services can be explained by the natural forgetting of the information received by a person and the fact that knowledge is subject to moral obsolescence, which leads to scientific, technical and social development.

If we analyze the characteristics of higher education services in more detail, according to the opinion of neighboring scientists, educational services are considered a “public good (good)”. It should be emphasized that public goods are works and services aimed at satisfying the needs of society that cannot be measured in terms of quantity, which the market cannot provide. Instead, the state assumes the responsibility for the public good, its value, and its implementation. However, experts in the field of education do not consider such services to be solely public goods. For example, economist S. Fisher argues that “the state, taking care of the public interest, should not limit the participation of the business sector in the provision of educational services.” Economist J. Stiglitz recognizes that “a certain part, namely primary and secondary education services, is in the public interest, while the rest, namely education, training, retraining and vocational education services, are services that are above the public interest.”

In addition to the above, we consider it appropriate to take into account a number of important aspects of higher education services. They are:

- seasonality;
- prestige (higher education services have prestige (requires a large amount of money), because the personality of a specialist is formed in this, in various developed countries, a well-qualified, highly qualified specialist is offered a job in exchange for prestige);
- long-term requirement (in our country, a bachelor's degree took 4 years, today it takes 3 years, a master's degree took 2 years, today's 1 year and with the introduction of the program, a total of 5-6 years);
- not giving results quickly;
- the dependence of the results on the future life and working conditions of the learner;
- the need to use educational services in the future;
- dependence on the level of consumers of educational services.

Programs developed to provide higher education services are developed and implemented by higher education institutions, namely universities, academies and institutes. In this regard, the programs will be primarily intended for highly qualified specialists who work in various fields and industries. Also, after graduating from a higher education institution, engaging in professional development, scientific activity (doctoral studies, post-doctoral studies, or independent research, including practical assistance in the defense of a doctoral dissertation) is considered a continuous continuation of higher education services.

It is known to all that in our country, most educational institutions currently offer their services in the form of full-time, part-time and evening education. However, it is appropriate to add distance learning forms to the experience of educational institutions in countries that have developed educational services in a different way from their counterparts. Because they allow higher education

institutions to raise much-needed additional funds, distance learning also serves to solve two important problems in space and time: the mobility of students between cities, the issue of housing, and the provision of auditoriums for students.

However, it should be emphasized that this form of higher education is not widely popular in our country. One of the reasons for this is that the organization, implementation and effectiveness of the services provided to students do not meet international quality standards, and the level of provision of modern information resources for students' education does not meet the requirements.

In our opinion, during the transition to a market economy, the form of higher education that existed in our country was perhaps not necessary, perhaps financial and other opportunities were not available. However, in our opinion, the formation of distance education from a modern point of view as an educational service and a type of entrepreneurial activity in cooperation with important sectors and areas of the economy will certainly benefit higher education institutions.

Distance education. The rapid development of networked information technologies has increased the prospects for the future of education. The combination of modern educational and information technologies has made it possible to form integrated educational technologies, in particular, based on Internet technologies. Distance learning involves the ability to obtain additional information from any location, to review the work done, and to consult with the teacher to consolidate the theory acquired during the course of electronic learning applications.

According to the duration of the provision of educational services:

- long-term (4 years of bachelor's degree and 2 years of master's degree);
- medium-term (advanced training and retraining);
- short-term (individual training, lectures and courses).
- According to teaching methods:
- traditional;
- according to the problem-based learning program;
- according to the program based on the analysis of practical situations.

The cost of educational services is:

- on a grant basis (from sponsorship funds, funds from foundations and savings);
- from budget funds.

Economist K. Berdikulov emphasizes that the processes of reforming the national economy contribute not only to achieving favorable indicators in the field of services, but also to creating the necessary conditions for its further development. The place occupied by the service sector in the modern economy is explained by the formation of important factors in this sector that are the basis for economic growth. These are, for example, scientific and technical information, intellectual capital, information technologies, the financial services sector, consulting, etc. The qualitative expansion of the structure of services will allow for the creation of new jobs, the activation of investment activity, the development of advanced information and communication technologies, the introduction of effective management methods, the increase in the inflow of foreign capital into the services sector, as well as the improvement of tax and credit policies.

We can analyze the place and share of services in the economy of the Republic of Uzbekistan using the figure below. (Figure 1.1). If we take the share of services in the economy of our republic as 100%, then according to the results of the analysis, transport and trade services together account for 57.7%; financial services for 12.8%; communication and information services for 6.8%, and educational services for 3.6%; Real estate services accounted for 3.3% and other services for 3.2%. Also included were accommodation and food services 3.1%; personal services 2.7%; rental services 2.2%; computer and household goods repair services 2.0%; health care services 1.4%; services in the field of architecture, engineering research, technical testing and analysis accounted for 1.2%.

If we also consider entrepreneurial activity, it is considered in a very broad sense. The possibility of engaging in this activity by individuals and legal entities is established in the relevant legislative documents of our country. Various opinions are expressed about it in very different sources. For example, the Civil Code of the Republic of Uzbekistan recognizes the following provisions on the conduct of entrepreneurial activity in higher educational institutions as all legal entities (organizations): "A non-commercial organization may engage in entrepreneurial activity in areas consistent with its goals established by its charter," and it is also appropriate to cite the following provisions of this document regarding individuals: "A citizen of a legal entity "has the right to engage in entrepreneurial activity starting from the date of state registration as an entrepreneur" .

The Civil Code of the Russian Federation, which is one of the CIS countries, promotes the idea that "entrepreneurship is understood as an independent, initiative-based activity that has passed state registration in the manner established by law and is aimed at systematically obtaining profit from property, selling goods, providing work or services on a risk-taking basis."

In ancient sources, for example, in Roman law, the term "entrepreneurship" was considered as a separate commercial activity, work, occupation. The concept of entrepreneurship, reflected in its terminological significance and structural structure, has changed and been regulated several times in the process of development of economic theory. A simple, clear and detailed definition of the concept of entrepreneurship was given by V.I. Dal. In particular, he emphasized that "an entrepreneur is understood as someone who takes an initiative, a decision, to carry out some important work." From this, it follows that an entrepreneur is a person who takes some kind of initiative. It is known that A. Smith was one of the first to be seriously interested in entrepreneurial activity.

However, ten years ago, these problems were studied in detail by R. Cantillon in his works. He formulated the rule that "the difference between supply and demand in the market allows individual subjects of market relations to buy goods at a low price and sell them at a higher price." Also, from that time on, these market entities were called entrepreneurs ("entrepreneur" means "middleman" in French). In modern economic literature, the essence and significance of entrepreneurship are not clearly and sufficiently revealed. In most cases, it is considered as the goal of entrepreneurial activity. For example, in the large economic dictionary edited by A.N. Azriluan, it is defined as follows: "Entrepreneurship is understood as an activity of citizens, carried out on their own behalf, on the basis of independent initiative, on the basis of property liability, or on behalf of a legal entity, or under legal liability, or for the purpose of obtaining personal income."

Another group of authors agrees with this issue: "entrepreneurship is a special type of economic activity, which is based on the principle of independent initiative, responsibility, entrepreneurial spirit, and is aimed at profit-making and goal-oriented activity."

Economist M.V. Niuazaova divides entrepreneurial activity into two types, explaining their form and content, and gives a separate definition of them in relation to higher educational institutions: "The entrepreneurial activity of a higher educational institution is a form of activity that is considered appropriate for an educational institution, independent and not prohibited by the legislation on education, and is used to ensure the educational process. "is an activity aimed at achieving the expected result in the form of a ". Also, if the process of implementing entrepreneurial activity in general, that is, "a combination of current resources (natural, material, technical, labor, intellectual)" is considered, then all economic activities of the higher educational institution in order to achieve the highest results are related to entrepreneurial activity in the conditions of a market economy. "The entrepreneurial activity of higher education institutions is an innovative economic activity aimed at increasing the efficiency of the educational process and the quality of educational services in a market economy." As a result, it will be possible to manage such factors as competitiveness, internal processes of higher education institutions, and production resources.

The activation of entrepreneurial activity in higher education institutions in the context of a market economy and digitalization of the economy has led to increased competition between public and private higher education institutions, which are the so-called segments of the educational services market in the higher education system.

Public educational institutions differ from private educational institutions in the following features:

1. The presence of a large number of direct and indirect indicators and actions on all sides that control and regulate educational activities.
2. The existence of budget planning, targeted use of funds and strict financial control over the expenditure of funds from budget financing sources.
3. The cost principle of budget financing does not take into account the benefits of the budget organization as a result of its activities.

As a result of the economic reforms carried out in our country in recent years, the border between public and private higher education institutions is being blurred. Most higher education institutions are actively developing entrepreneurial activity as one of the sources of extrabudgetary income. Some higher education institutions are trying to obtain subsidies from the state. A number of explanations can be given for this. For example, the reduction of state funding for higher education institutions, the increase in the number of students wishing to receive higher education due to demographic growth, and other reasons.

Entrepreneurship can be defined according to the following different situations:

- activity aimed at obtaining a profit;
- activity based on the production of goods and the provision of services intended for use on the initiative of citizens;
- the function of production based on the right to use private property;
- the organization of the process of innovative ideas and applications for the purpose of use;
- the function of development and use of production, as well as the development (growth) of capital;
- a special type of activity aimed at improving the current economic structure of an organization by searching for ways to optimize and restructure it.

Practitioners and researchers emphasize that the ultimate goal of entrepreneurship is to profit. However, the result of entrepreneurship is not only profit, but also the continuity of the production (service) process based on satisfying the constantly changing and increasing demands of several social groups of consumers at the same time. Therefore, in order to meet the needs of consumers and get maximum benefit, an entrepreneur must control each of the departments such as production, service, supply, sales (marketing), delivery (logistics), and management in a timely manner. Also, entrepreneurship is not only a form of doing business, but also a form of doing business. It continuously takes the initiative in the distribution of goods and services among consumers, instilling its own innovative ideas in the processes of production, service provision, and marketing. As a result of the correct implementation of these organizational measures, business entities can benefit.

To achieve an increase in the volume of food, it is necessary to focus on a number of complex tasks that provide the entrepreneurial process with the necessary financial, labor and material resources: search for sources of financing;

- analyze the viability of the educational institution in a rapidly changing, highly competitive environment;
- meet the needs of customers and clients;
- increase the volume of services;
- providing qualified personnel and increasing their competence;

- developing a marketing strategy;
- selecting supplier organizations and business partners;
- increasing the financial stability of the organization;
- developing measures for environmental protection, etc.

Entrepreneurship can be carried out mainly in the following four areas: production (services), trade, finance and consumption. The evolution of the terms "entrepreneur" and "entrepreneurial activity", economic concepts, is associated with the level of scientific and technical progress, as well as with the restructuring of production, distribution, and distribution of goods and services.

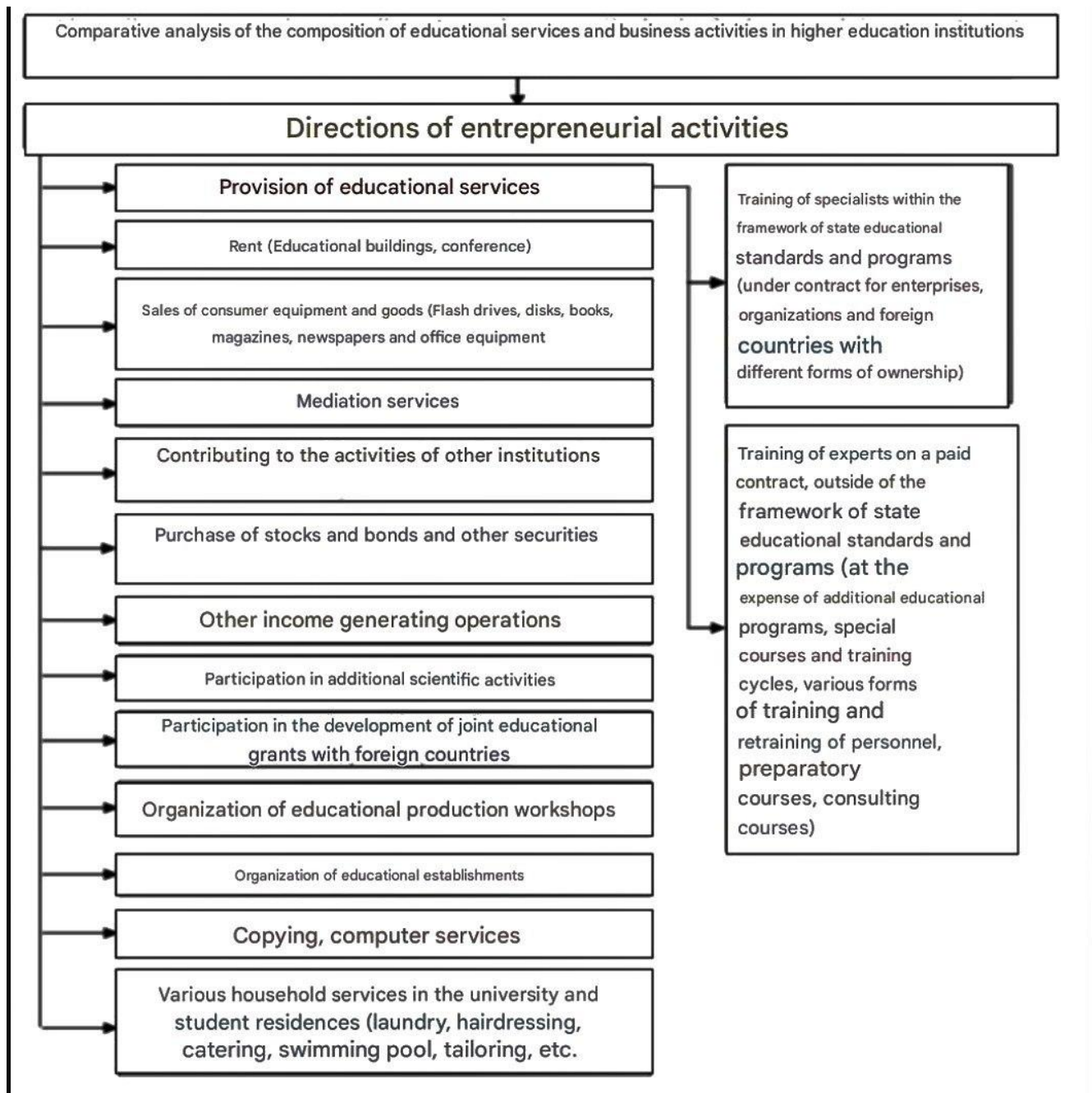
Therefore, by analyzing the opinions expressed in the works of scientists and researchers, we can conclude that the economic essence of the concepts of entrepreneurship and entrepreneurial activity is conclusions can be drawn:

1. Entrepreneurship is a separate form of economic activity, based on independent innovation in the production and supply of goods (services) to the market, and which brings income to the entrepreneur.
2. The effectiveness of entrepreneurship is based on the innovative and entrepreneurial activity of a person (team) who makes full use of all opportunities and takes full responsibility for their actions, exerting all their efforts to achieve the set goal.
3. The goal of an entrepreneur is to earn income by producing goods (products), performing work, providing services and delivering them to the market, and also to gain recognition in society as a person in an understandable manner.
4. The stage of entrepreneurial activity, the stage of thinking, includes the time from the birth of an entrepreneurial idea to the time of making a decision.
5. The main subjects of entrepreneurial activity are the entrepreneur, with whom in this process there may be other participants in mutual cooperation - consumers, the state, partners - partners, and employees.
6. The objects of entrepreneurial activity are goods, works and services.
7. Entrepreneurship is distinguished into two main forms based on general principles: private and public.

The conducted research made it possible to identify a number of shortcomings inherent in existing definitions of entrepreneurial activity in educational institutions and to clarify this understanding. In this regard, in a different approach from the existing concepts and definitions, we consider it appropriate to define it as follows: "The entrepreneurial activity of state educational institutions is understood as their independent activity based on initiative and risk-taking, aimed at solving their primary tasks."

Also, educational services can be provided at the expense of sponsorship funds in higher education institutions, as well as entrepreneurial activities. However, funds received at the expense of sponsorship are not included in the funds allocated for educational services or entrepreneurial activities, but they can be additionally financed at the expense of sponsorship funds.

Summarizing the ideas expressed in the speech, we give definitions of several concepts. When it comes to educational services, it is understood as the conscious activity of knowledge holders associated with the provision of profitable services aimed at satisfying the long-term educational needs of individuals, the state, society, and other entities seeking knowledge. This definition has several advantages.



**Figure 1.1. Comparative analysis of the composition of educational services and entrepreneurial activity in higher education institutions**

Before defining entrepreneurial activity in higher education institutions, we would like to focus on its general definition. There have been a number of opinions on this issue. In our research, based on the definition of entrepreneurship given by M.Q. Rardaev and J.I. Isroilov, we considered it appropriate to give the following definition of entrepreneurial activity:

When not entrepreneurial activity - an activity carried out by entrepreneurs on the initiative and at their own risk within the framework of applicable laws, on the basis of property responsibility, to produce goods (work, services) that meet the needs of society The activity that ensures a certain level

of profit through production and sale is understood. The content of this definition became the basis for developing a definition of the concept of entrepreneurial activity in education.

When it comes to entrepreneurial activity in higher education, it is understood as an activity carried out by a higher education institution within the framework of applicable laws, taking initiative and taking risks, based on its own property and responsibility, aimed at increasing knowledge that meets the needs of society, the state, and the population, and ensuring a certain level of benefit. Also, the work does not refer to extrabudgetary activities of higher education - it means activities aimed at developing education based on the use of funds not related to state budget funds. Based on this, a definition of the concept of extrabudgetary financing sources was also developed. The term extrabudgetary financing refers to the source of funds allocated for additional financing based on the development of educational services and entrepreneurial activities that are not included in the state budget. Thus, educational services and entrepreneurial activities in higher education institutions are considered part of extrabudgetary activities.

### LIST OF REFERENCES:

1. Constitution of the Republic of Uzbekistan.–T.: Uzbekistan, 2023.
2. Law of the Republic of Uzbekistan “On Education”. // September 23, 2020, No. ORQ-637
3. Resolution of the President of the Republic of Uzbekistan No. PF 3151 dated July 27, 2017 “On measures to expand the participation of sectors and industries of the economy in improving the quality of trade of highly educated specialists.”
4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 797 dated September 23, 2019 “On additional measures to further improve the system of improving the qualifications of management and teaching staff of higher educational institutions.”
5. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 278 dated September 26, 2012 “On measures to further improve the system of retraining and advanced training of teaching staff of higher educational institutions.”
6. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On the Organization of the Activities of the State Inspectorate for Supervision of the Quality of Education” dated July 18, 2017 No. 515
7. Mirziyoyev Sh.M. From National Restoration to National Revival. Volume 4.– T.: “Uzbekistan”, 2020. – 400 p
8. Arzhanova I.V., Raushuk D.Uu. Benchmarking kak instrument formirovaniia mejdunarodnix sovmestnix obrazovatelnih rrogramm v Rossii/Benshmarking v universitetskom urravlenii//Universitetskoe urravlenie. 2005-4-5. S.56
9. Anfilatov V.S., Emeluanov A.A., Kukushin A.A. Sistemniyu analysis v urravlenii: Usheb. rosobie / Rod ed. A.A. Emeluanova. M.: Finance and statistics, 2003 p.104 (p.368).
10. Atabaeva K. R. Advantages of distance learning in the education system Source: Molodoy usheniyu. - 2017. - №24.1. - P. 5-7. - URL <http://molush.ru/arshive/158/44573/> (date of collection: 18.08.2019).
11. Ishmukhamedov B.J., Muratov R.S.. Fundamentals of entrepreneurial activity. Methodological application - Tashkent: "Economy", 2018, p. 137.
12. Kotler F. "Marketing Management", "RITER", 1998.
13. <http://www.norma.uz>
14. <http://ed.sjtu.edu.sn/ranking.htm>

15. <http://edusation.guardian.so.uk>
16. <http://www.aboutstudu.ru>
17. <http://www.reitor.ru>