VIEWS ON ASSESSING THE IMPORTANCE AND EFFECTIVENESS OF FINANCIAL RESOURCES IN INSTITUTIONS

Salim Dusanov
Doctor of Philosophy in Economics PhD, independent researcher,
Tashkent State University of Economics

The educational services market is a system of economic relations between economic entities for the purchase and sale of educational services.

Since a significant part of educational services is provided free of charge to consumers in secondary educational institutions, the activities of the producers of these services are not valued (since there is no entity willing to pay for this service). This feature creates significant difficulties in motivating educational service providers to provide high-quality services.

If for goods with direct value, the incentive to ensure high quality is a high price for the corresponding product that the buyer is willing to pay, then for educational services, their high quality can only be encouraged indirectly.

Thus, instead of assessing the quality of educational services, the consumer can use expert assessments of the level and quality of students' knowledge or the results of exams and tests. The indirectness of these assessments is due to the fact that the corresponding levels of knowledge depend not only on the efforts of the teacher, but also on the abilities of the student - this is the "feature" of the educational service. In such conditions, if the market and market prices do not work to stimulate the production of quality educational services, nevertheless, some mechanisms inherent in the market can be used to create incentives at the level of the educational institution.

The main of these mechanisms is the mechanism of competition. For example, when introducing a system of budget financing based on per capita income, one can talk about competition between kindergartens for students. Schools and preschool educational institutions have incentives to hire teachers and educators who attract students with their professional skills. Thus, competition for budget funds attracted to an educational institution indirectly creates competition in the labor market for teachers - leading to a lack of direct assessment of their work results from the point of view of a specific consumer of educational services.

Such competitive mechanisms, which do not involve the direct purchase of produced goods, are usually referred to in economic theory as quasi-markets.

In modern economic theory, cost is understood as the amount of money that a subject is willing to pay for a purchased good. In other words, value arises when at least two subjects enter into an exchange relationship. Without exchange, there can be only costs, not value.

The most important tools for analyzing the educational services market are supply and demand.

The interaction of supply and demand determines the market price of educational services. In addition, if the market price is above the equilibrium point, then there is a surplus of services (excess supply, shortage of demand). If the market price is below the equilibrium point, then there is a shortage of educational services (shortage of supply, excess demand).

The characteristics of supply and demand in education include the following.

• The demand for services is always individual, precedes their production, is local in nature, and is practically irreplaceable.

• The consumption of services, unlike the consumption of material goods, has no restrictions.

• high social significance of educational services.

• uneven demand for services by season, day, day of the week, and the inability to collect and store services.

• The impact of the difficulty of comparison in education manifests itself in a unique way: the smaller the space occupied by a thing in service.

• Price is perceived by the buyer as a symbol of quality.

• Education performs two functions for the consumer at the same time - it is both a consumer benefit and an investment in human capital.

• As a rule, this level of education is only obtained once, and changing educational institutions is very difficult and requires high costs.

• The availability of both paid and free services for similar services means that the consumer cannot always choose the programs themselves.

• Some of the expenses are budget-funded, while some come from paid educational services..

• There is no clarity on maximizing output, or rather, what is meant by "output" - in terms of qualitative or quantitative indicators.

We can say that the market for educational services is similar to any other market for products and services, but nevertheless, it has a number of its own characteristics. The most important feature of the educational market is that demand in this market is represented not only by students and their parents, but also by employers, higher education institutions, colleges, who will use the same services in the future, as well as by hired employees, students. Another distinctive feature is the high social significance of this market, and state intervention in this market occurs more often than in other markets. The educational services market also has high information asymmetry.

Also, educational services are reliable goods. According to the author of this term

F. Nelson, this is a special group of goods, the measurement of their quality characteristics is associated with prohibitively high costs. His conclusions were based

on the principle of asymmetric information. Asymmetric information exists when one side of a market transaction has information that is not available to the other side of the market system.

From the perspective of "external effects", the consumption of educational services has a beneficial effect on society as a whole in the form of an increase in the "human capital" of an individual and, as a result, an increase in his income and a decrease in crime, an increase in the level of skills, culture and political activity of the entire population.

Both the state and citizens have an influence on the consumption of educational services, so the financial burden of providing it should be distributed between them. That is, the demand for these services is formed by both the state and the consumers of services.

People compare goods over time. Let's try to see how people typically react to changes in the ratio of present to future goods.

To do this, we consider a model in which an individual currently has a good that he can consume now or in a future period, and he knows for sure that there will be no new supply of the good (at least not without additional costs to purchase it). We can say that the available good represents a budget constraint, to which different sets of consumption of the present and future goods must correspond, and the future good is reduced to the present by the following formula-:

$$Y^1 = C_0^1 + C_0^2 \frac{1}{1 + r_0}$$

Here Y_1 - availability of goods in the current (first) period, C_0^1va C_0^2 - options for consuming this commodity evenly distributed over two periods, r_0- The coefficient of variation of the good. In this case, a rational consumer allocates consumption in a way that maximizes his welfare "over time."

If the coefficient of variation of a commodity increases over time ($r_0 \rightarrow r_1$; $r_1 < r_0$), then the budget constraint curve Y_1 around the point x rotates clockwise around the axis. This means that over time, new options for distributing goods and, as a result, increasing welfare become available to the consumer. In addition, as in the case of a simple pair and a change in the price of one of them, we can talk about the income effect and the substitution effect. In the case of intertemporal choice, the income effect is that the consumer can increase consumption both now and in the future, that is, both in the first period and in the second. Here, the substitution effect is directed from the relatively more expensive consumption of the good in the present to the benefit of consumption in the future. Moreover, this effect covers the part of the income effect that is aimed at increasing the consumption of the good in the present. Common sense suggests that in the present example, we should expect consumption to decrease, not increase.

The intertemporal choice model is a common microeconomic analysis of the situation. The main conclusion that follows from the graphical model is that an increase in interest leads to a shift in consumption to the future, and a decrease in interest leads to a shift in consumption to the present, to the current period. Since leisure is a type of consumption, it shifts to the future when interest rates rise, and vice versa, increases when interest rates fall. As leisure time decreases, working time increases, and as a result, output is produced.

This leads to a somewhat counterintuitive situation: as interest rates rise, people on average want to consume less and work more (and vice versa). But at the level of society as a whole, production and consumption should match both before and after interest rates change.

In the economics of education, the objects of relations from the point of view of economic theory are the resources of production and their results. As in other areas of economic theory, the economics of education analyzes four main types of resources: labor, capital, land, and entrepreneurial ability. Over the past 10 ears, a new resource - information - has appeared in the scientific literature, but its cost has not been determined.

Many foreign studies on the production function of all stages of education are devoted to studying the statistical properties of the relationship between various results of the activities of educational organizations and the resources used. Often, the relationship between such indicators is studied (listed in descending order) the impact of:

– indicators related to teachers - education, experience, knowledge, salary;

– indicators related to educational activities - curriculum, duration of classes;

– indicators of the level of provision of the material and technical base of educational organizations - libraries, textbooks, computers;

- student-to-faculty ratio.

Formal analysis of production functions in education involves estimating dependency parameters.

A = f (F, P, S, I),

Here : A – student academic activities, F - Characteristics and status of the student's family, P - Characteristics of the educational environment in an educational institution, S - specific features of the educational process, capital intensity of educational programs, I - characteristics of students. In the 1970s, Mosteller analyzed the impact of reducing the number of groups in educational institutions on the quality of education (On equality of educational opportunity. N-Y.: Random House, 1972). The experiment conducted by the scientist showed that reducing the number of groups and classes in educational institutions increases the success of students, but it is noteworthy that this result was valid only in primary schools. In our opinion, the size of groups and classes can affect the quality of education in schools and preschool

educational institutions, but at higher education and other stages of education, the size of groups cannot but directly affect the quality of education.

The functions of studying all stages of education from the point of view of production, first of all, pose a problem for the researcher - the difficulty of measuring the result of the production of educational services. Of course, to assess the level of mastering the mandatory minimum of knowledge, skills and qualifications, you can look at the results of the exam. There are also studies that use as explanatory variables indicators such as the rating of the educational institution, the attitude of students to the educational process, class attendance, the percentage of students expelled from school due to poor mastery.

REFERENCES

1. Rakhmonov D.A. Improving the methodological foundations of financing the social sphere in Uzbekistan: PhD ... abstract. – Tashkent, TSUU. – 2018. – 72 pages.
2. Makhmudov A.A. International practice of financing and system management in higher educational institutions // Scientific electronic journal "Economics and innovative technologies". No. 1, January-February, 2015
3. Rakhmonov N. Improving the quality and ensuring the competitiveness of higher educational institutions // Scientific electronic journal "International Finance and Accounting". No. 2, April, 2019.
4. Rejapov Kh.Kh. Foreign experience in the higher education system and the possibilities of using them // Scientific electronic journal "Economics and innovative technologies". No. 2, March-April, 2017.
5. Rustamova D.D. Issues of financing the higher education system in Uzbekistan//Modern Education. – 2014. - No. 8. – P.9-12.
6. Azimov A.E. Foreign experience in financing the education system// Modern education. – 2014. - No. 2. – P.17-22.
7. Lijing Y., Brian M. World education finance policies and higher education access. A statistical analysis of World Development Indicators for 86 countries//International Journal of Educational Development 35, 2014. – pp. 25–36.
8. Psacharopoulos G., Returns to investment in education: a global update//World Development, 1994. -#22(9), - pp. 1325–1343.
9. Mingat A., Tan J. The Full Social Returns to Education: Estimates Based on Countries' Economic Growth Performance//Human Capital Development Working Paper 73. World Bank,Washington, DC. 1996.
10. Oliveria T., Pereia P. Who pays the bill? : Study cost and students income in Portuguese higher education//European Journal of Education, 2009. -№ 24(1). - pp. 111- 121. 12. G'ulomov S., Ochilov I., Saydaxmedov O. Efficiency factors in the intellectual economy//Journal of the Economic Bulletin of Uzbekistan. – Tashkent, 2015. - No. 6. – P.38-41.