

Internationalization of the Educational Process in a Market Economy

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Abstract

Background: The article discusses the issues of internationalization of educational processes, increasing the role of heads of higher educational institutions, the relevance of these processes in a market economy, and their positive impact on the international activities of higher educational institutions.

Objectives: Lacinia at quis risus sed vulputate odio ut enim. Orci porta non pulvinar neque laoreet suspendisse interdum. Consequat mauris nunc congue nisi vitae suscipit. Morbi quis commodo odio aenean.

Methods: Methods such as comparative analysis, comparison, and systematic approach were used in the research process.

Conclusions: Intuitive methods of personnel selection are unacceptable in the formation of professors and teachers of higher educational institutions. Internationalization processes bring serious changes to the policy of selecting professors and teachers and personnel in higher educational institutions. Internationalization processes begin to affect the future needs of faculty and staff, which creates the need to develop programs to determine the permanent need for faculty and staff and to develop programs for their development.

Keywords: educational services, international contacts, internationalization of educational institutions, integration processes.

1. Introduction

Higher educational institutions are currently complex socio-economic entities that are actively looking for new forms and mechanisms for their organization. Their development is due not only to the transformation of the educational interests of various segments of the population but also to economic transformations in society [1,2,3].

The process of modernization of the education system is a complex and multifaceted process, and it is an essential part of social changes in the country, the transition from one level of development to another. Therefore, the world community pays special attention to the role and importance of education in the twenty-first century [1,4,5].

Today, it has become an obvious and inalienable fact that there is an increase in competition between higher educational institutions in different countries. In the field of education, competition is expressed and manifests itself in the interested redistribution of the flow of students who go to study in another country [2,6].

From a market position, the interest of higher educational institutions of all countries in the flow-influx of students is expressed by a positive change in their financial resources, as well as (as a result of the interchange of teachers and students) in the processes of intensification of scientific research with their subsequent return, as well as in a general increase in the quality of educational services, but with the so-called delayed effect.

2. Objectives

In the process of preparing this article, several works by both foreign and domestic scientists were studied. These include Osipov P.N., Arena M., Lisk B., Venig S.B., Otajonov Sh.I. and others. Decrees and resolutions of the President of the Republic of Uzbekistan were used as regulatory documents, such as UP-4947 of February 7, 2020 “On the strategy of actions for the further development of the Republic of Uzbekistan”, UP-6079 of 10.5.2020 “On approval of

the strategy “Digital Uzbekistan-2030” and measures for its effective implementation”, UP-6097 dated 28.10.2020 “On approval of the Concept for the development of science until 2030”, PP-4851 dated 6.10.2020 “On measures to further improve the education system in information technology, development and integration of scientific research with the IT industry”. Competition is becoming more and more aggravated under the influence of many factors, the most important of which is the contradiction between local state interests and the objective processes of education integration, its internationalization and the inevitable processes of international cooperation in the context of the so-called globalization [4,7,8].

3. Methods

Methods such as comparative analysis, comparison, and systematic approach were used in the research process. The development of interuniversity relations shows that at present, in the countries of the European Union and other countries, most educational institutions include the internationalization of the educational process in their activities. External and internal trends in the development of European higher education have largely led to an increase in the attention of all interested parties to the development of the internationalization of the educational process in the universities of the European Union. The very term "internationalization of the educational process" appeared in foreign studies only at the end of the 20th century. Until that time, in the theoretical and practical studies of scientists, including F. Altbach [9], and K. Kerr, the concept of "international education" was used. The term "internationalization" applied to higher education appeared only in the 1980s and internationalization was described by scientists as "one of the laws of motion that push institutions of higher education forward", "one of the important characteristics of modern universities", "pressure that can be no teacher knows" [2]. At that time, the concept of "internationalization of higher education" was widely used. The Canadian scientist J. Knight revealed this concept, describing the internationalization of higher education as “the process of integrating international and intercultural dimensions into the teaching, research and social functions of universities” [3]. About which not a single teacher can be ignorant” [2]. At that time, the concept of "internationalization of higher education" was widely used. The Canadian scientist J. Knight revealed this concept, describing the internationalization of higher education as “the process of integrating international and intercultural dimensions into the teaching, research and social functions of universities” [3]. About which, not a single teacher can be ignorant” [2]. At that time, the concept of "internationalization of higher education" was widely used. The Canadian scientist J. Knight revealed this concept, describing the internationalization of higher education as “the process of integrating international and intercultural dimensions into the teaching, research and social functions of universities” [3,4].

The main components of internationalization, such as international cooperation in the field of higher education, and the development of academic mobility, will be present to one degree or another in the activities of all educational institutions that set the task of internationalization. However, other priority areas for action may differ significantly.

Internationalization is a strategy for the development of higher educational institutions, which provides significant changes in the scientific and educational activities and the internal life of a higher education institution, aimed at strengthening the international component, integrating into the global educational space and developing cooperation in universities with partners from different countries [9,10,11].

The transition to new value-target guidelines of the educational process and internationalization as a means of improving its quality puts decisions before the heads of higher educational institutions fundamentally new tasks related to the management of the teaching staff, the acquisition of new skills and abilities to manage education processes and scientific research. Therefore, today the management of higher education institutions needs to solve problems related to personnel management to make effective decisions. In a higher educational institution, a human resource management strategy should be developed: perspective guidelines for the use of personnel, its renewal and improvement, and the development of motivation are determined. Taking into account changes in the personnel management system, four groups of factors are distinguished:

1. Technical and technological:

- differentiation of the teaching staff (TS) and the formation of "internal labour markets";
- revision of the organization of work with an emphasis on integrated labour functions;

- continuous professional development and retraining of teaching staff and staff;
- creation of complex systems of work quality management.

2. Personal:

- revision of the principles of employment, flexible, individual forms of work;
- creation of a system of continuous improvement of education and scientific potential of teaching staff;
- orientation of the incentive system to entrepreneurship, innovation, and participation in management decisions;
- changing the leadership style and increasing the role of "corporate culture" in the management system;
- an integrated approach to the reproduction of human resources in the organization, the consolidation and the development of key personnel.

3. Economic and socio-political:

- accumulation of advanced international experience in the management of teaching staff and personnel;
- creation of new forms of constructive cooperation between workers, trade unions and the administration of higher educational institutions;
- strengthening the interaction of personnel services with government authorities;

4. Development of control theory:

- formation of a holistic "vision" of teaching staff and personnel management, understanding the role of the individual in ensuring the effective operation of higher educational institutions;
- increasing the analytical validity of decisions on the use of the available scientific and pedagogical potential of a higher educational institution.

These factors can form the basis of a program that determines the role of executives in the organization of internationalization processes in the higher educational institutions entrusted to them.

In this context, the tasks of the personnel services of higher education institutions can be formulated as follows:

- comprehensive support for internationalization processes;
- formation of a personnel forecasting policy, support for a creative attitude to business;
- ensuring a high level of professionalism and quality of expertise in personnel matters;
- identification of problems in the field of use to attract the attention of heads of various levels of higher educational institutions to them for making appropriate decisions;
- creation of conditions for highly productive work and support for creativity and innovation of teaching staff and staff [5].

While maintaining the former functions of management services, careful development of methods for stimulating all participants in the labour process, a differentiated approach to labour potential in developing common organisational principles and rules for working with teaching staff and personnel are of particular importance.

Selection of teaching staff and staff. Internationalization educational processes require a creative approach, increased independence and responsibility for the work performed, and direct interest in the results of labour. In this regard, such evaluation criteria as education, professionalism, knowledge of languages, personal culture and ethics of teaching staff and staff acquire a new meaning and content. The staff of the higher education institution are regarded as the most valuable resource, they make it what it is. When plans for the functioning of the organization have been developed, the

ideal organizational structure has been designed, it is time to perform the most important management function - the selection and evaluation of personnel. This stage of work is very important. Although now in many higher educational institutions the selection of teaching staff is carried out based on the performance of test tasks by applicants, passing interviews, conducting open lessons, master classes, at the same time, the selection of personnel by intuition, on the advice of acquaintances, in the direction of the employment and employment bureau, external signs, using the "trial and error" method (a weak employee, as a rule, "hangs" in the organization and it is very difficult to get rid of it later) [11,12]. It is important to establish the compliance of the employee with the position held, i.e. clearly identify the types of work, its functions and for these works to select people with the necessary qualifications for the qualitative performance of functional duties. as a rule, "hangs" in the organization and it is very difficult to get rid of it later). It is important to establish the compliance of the employee with the position held, i.e. clearly identify the types of work, its functions and for these works to select people with the necessary qualifications for the qualitative performance of functional duties. as a rule, "hangs" in the organization and it is very difficult to get rid of it later). It is important to establish the compliance of the employee with the position held, i.e. clearly identify the types of work, its functions and for these works to select people with the necessary qualifications for the qualitative performance of functional duties.

It is necessary to correctly define and explain to the applicant the essence of future work. He must clearly understand what classes he will conduct, lectures, laboratory, whether he will be the head of course and diploma projects, or conduct educational and cultural work with students, and others. The personnel policy in the field of selection of teaching staff and personnel consists in determining the principles of hiring in higher educational institutions, the number of employees necessary for the qualitative performance of internationalization functions, the methodology of consolidation, and their professional development. Recruitment is considered a subfunction of management, which is implemented in relation to the individual.

Planning of teaching staff and personnel -this is the process of determining the needs of higher educational institutions in teaching staff and staff, i.e. determining when, where, how much, what skills, what cost, and what employees will be required in the future. The needs for teaching staff and staff change over time under the influence of several external and internal factors.

In the theory and practice of management, several methods are used to determine the need for personnel. Of greatest interest to personnel management are the econometric method and the trend design method.

Using the econometric method, the need for personnel is determined based on the expected level of final demand for some years in the future. The trend design method involves the transfer of past trends in changes in the size of the total staff and its structure for the forecast period.

Personnel planning is not limited to quantitative methods. This process is much broader and has a systemic character.

One of the methods for determining the need for personnel is to assess the staffing of the organization and the analysis of the tasks ahead (analysis of time costs).

The qualitative aspect of the recruitment process is to find candidates who are qualified for the job. In the case of higher educational institutions, the presence of scientific degrees and titles, seniority and experience in teaching, and the presence of scientific papers, inventions, and others play an important role.

The significance of the correct solution to this problem is associated with the high cost of personnel. Therefore, to solve the recruitment problem, first of all, it is necessary to determine whether this person is needed or not? A mistake will cost much more (for example, after 3 months this employee will announce his resignation).

Labor Markets. In the procedure for attracting personnel, the external and internal markets of employees are used, i.e. employees either from their own organization or from outside are involved. Employees of their organization represent the internal market, and employees attracted from outside represent the external market.

It is important in this regard to decide what the recruitment will be - inside the organization or from outside. It can be assumed that the domestic market is preferable. We know our own better. It has already been adapted to the working conditions of the organization. In addition, one cannot ignore the professional phenomenon (the desire of each

employee to move along the service hierarchy). And this is a chance to make a career. And if the organization does not provide such opportunities to “its” employees, then the best ones will leave.

4. Results

However, when recruiting, one cannot ignore the arguments against the internal market: psychological incompatibility and professional incompetence of individual “own” employees. In this aspect, attracting an employee from the external market would be preferable. It is believed that external recruitment tends to be more expensive for higher education institutions. It is quite clear that if we offer a job to a person from another organization, then at the same time we need to offer him a large salary.

As for leadership positions, there are employees in every organization who believe that only they are worthy to take this position, i.e. nothing but a psychological phenomenon (feelings of resentment and envy).

If an applicant from outside suits us, the effect is achieved primarily due to the experience he has accumulated in another organization. He already knows how to solve the problems of your organization, similar problems they have because he owns the technology that we do not have and that we would like to introduce. Therefore, we take a person who will improve the technology and make a significant contribution to the development of our organization. As can be seen, a selection from different labour markets has its advantages and disadvantages.

5. Conclusion

Thus, it should be noted that:

1. Intuitive methods of personnel selection are unacceptable for the formation of teaching staff and personnel of higher educational institutions.
2. The processes of internationalization will introduce significant changes in the selection policy of teaching staff and staff in higher educational institutions.
3. Internationalization processes will begin to influence future needs for teaching staff and staff, which makes it necessary to develop programs to determine the constant required number of teaching staff and staff and develop programs for their development.

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