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Foreign Experiences of Higher Education and Labor Market Integration in Regions

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Abstract: The article presents the foreign experience of integrating higher education, science and the labor market in the regions. The problems arising in the process of integration and ways to overcome them are described on the example of the educational services and labor markets of the countries of Eurasia and the Russian Federation.

Keywords: Eurasia, Russia, integration, higher education, universities, production, labor market, personnel, specialist.

Introduction. At present, large-scale work is being carried out in our country to create the integration of higher education and the labor market following the main directions of socio-economic development and the requirements of international standards. In a video conference [#3] chaired by the President of the Republic of Uzbekistan Sh. Mirziyoyev on June 16, 2021, to discuss the priorities of the higher education system to increase the role of boards of higher education and expand the powers of departments, adapt the educational process to market requirements create an environment, increase the scientific potential of higher education institutions, developing science and innovation, and fourthly, reducing paperwork for professors and students, drastically reducing bureaucracy and corruption through the digitization of the sector. It was noted at the meeting that to increase the effectiveness of the implementation of these tasks shortly, higher education institutions will be given academic and financial independence. The priorities set by the President can be recognized not only for the development of education but also as a modern program for the development of science-education-production relations, which will start a new stage of development.

Given the high level of urgency of the issues on the agenda, we have studied foreign integration experiences in this regard. Eurasian integration is a significant trend in the development of the world economy, creating conditions for research activities and cross-border scientific-technical and production cooperation between enterprises producing high value-added products.

Literature Review. An analysis of the studied literature shows that many aspects of a single educational, scientific, and business-oriented space and socio-economic orientation provide several objective arguments

for the integration of higher education, science, and business within Eurasia. Accordingly, the effective management of the integration of higher education services, science, and business within the Eurasian Union will lead to cooperation in a single language space, as well as the mutually beneficial innovative development of various sectors of the member states. Therefore, the process of shaping the effective integration of Eurasian science, higher education services, and the labor market of network universities is primarily related to the need to better adapt higher education to modern economic requirements, and the dynamics of the labor market.

Presidential Degrees No.PD-60, #PD-61 of the President of the Republic of Uzbekistan dated December 24, 2021 "On additional measures to ensure the academic and organizational-managerial independence of public higher education institutions" and "On measures to provide financial independence to public higher education institutions" ensuring the implementation of the decisions[1,2] of the Government of the Republic of Uzbekistan will provide a basis for faster introduction of foreign experience in the timely, reasonable and expeditious implementation of modern requirements of the labor market of higher education institutions in the regions of the country.

If we look at the history of the formation and development of the theory of human capital, some sources admit that the concept of human capital appeared in the XVII century. It was first used in 1676 by William Petty[4] based on comparing the loss of weapons in the war with the loss of human life.

Medinskaya IV noted that in the context of integration within Eurasia, it is desirable to improve the competitiveness of higher education institutions, primarily in the economic sphere, ie educational services. Second, to expand and transform educational services in the field of education and science, to create opportunities for the realization of the scientific and technical potential of the Union. Third, to improve the quality of international information placement of the Eurasian countries in the field of innovation and information. The solution to these problems will contribute to the formation of the concept of sustainable development of exports of educational services in the framework of the integration of Eurasian universities[7].

At the present stage, the process of Eurasian economic integration has reached a stage of maturity, in which the meaningful filling of the common economic space with joint economic activities is no less important than the deepening and expansion of forms of integration. [6]. Today, the Eurasian integration associations are yielding clear practical results in terms of GDP growth and mutual trade. Thus, "Eurasian integration has become a real driver of economic growth in 2017, ensuring the economic recovery of the EAEU countries." [5].

Results. Today, in the modern conditions of scientific and technological development and globalization, the processes of international integration of science, higher education, and the labor market, which cross national borders, are intensifying. In this regard, international integration and exchange of experience have become a necessary tool to reduce growing costs, as well as to accumulate the necessary experience, talent, skills, and intellectual potential in the development and introduction of new products and services.[7].

Eurasia is a geopolitical and geoeconomic community focused on a common space for peace, cooperation and development, and the creation of a single educational space for the participating states is one of the most promising areas of modern development of the world economy.

The integration of science, education services, and the labor market in the Eurasian countries will qualitatively increase the level of openness of the national economy, activate the international movement of technologies, and, most importantly, create a single information space.

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At the current stage of the evolution of the world economy, the successful development of the Eurasian science, labor market, and education services systems must be linked to integration processes that enable synergistic effects to be achieved through integration and coordination.

In our view, despite the positive trends in the integration of Eurasian higher education institutions, there are currently several problems in this area, including: first, the weakness of the legislative framework at the interstate and national levels; secondly, the specificity of the socio-economic development of each Eurasian country, thirdly, the lack of a unified approach to the integration of educational services and the labor market, the reorganization of the higher education system, fourthly, in the process of reforming science, industry and higher education emerging factors, in particular, the lack of the necessary infrastructure to ensure the modernization of education, fifthly, the unresolved funding problems in this regard, and so on.

The practice of establishing long-term mutually beneficial relations with key partners of the Eurasian integration formation, which interact in the market to establish long-term preferential relations, determines the content of partnership relations marketing.

Therefore, to assess the effectiveness of the process of integration of science, higher education, and business, it is necessary to monitor and modernize this area in Eurasia. This, in turn, will allow for clearer and faster identification of problem areas in the direction of more effective commercialization of research results and timely response to the changing business environment in terms of development, clarification of strategic plans, and implementation. In addition, the deepening of ties between higher education institutions of the Eurasian countries is a key factor in the sustainable development of international relations and will become an important factor in the development of the Eurasian integration process of individual countries as a whole.

According to the forecasts of the Ministry of Education and Science of the Russian Federation, by 2025 about 760 thousand foreigners will study in Russia. In addition, the flow of foreign students in Eurasia will increase by 5.6%, and the number of faculty will increase by 3.8%.[8]. The increase in the number of foreign students in the Russian Federation and in the Eurasian region will help to expand international scientific and educational cooperation between higher education institutions. This issue is also on the agenda for higher education institutions of the Republic of Uzbekistan. To do this, our country's institutions must train personnel who meet world standards and the requirements of the world labor market, who think modern and creative, who have a broad outlook, and who can compete with highly qualified personnel graduating from universities in developed countries.

An analysis of the situation in the Eurasian education services market shows that EU member states are actively seeking to maintain and strengthen their positions, including the establishment of higher education, research centers, and business incubators for the needs of various regions and integration associations outside the Eurasian Union.

In the framework of the integration of Eurasian universities, the transformation of higher education requires a radical change in management and the use of a special scientific-methodological mechanism for the management of integrative systems of higher education. The issue of effective management of science, higher education services, and industrial integration processes in the Eurasian space remains open and requires further study.

The main task of any state is economic growth. Economic growth can be achieved only through advanced technologies, and the accumulation of human capital, that is, the transition to a knowledge economy. The country's affiliation with modern world civilization is determined by many factors, including the level of scientific and technological progress and the quality of education.

On the agenda, the study of foreign experience in the integration of science, higher education, and the labor market shows that the announcement of the direction of modernization and innovative development

of the economy of the Russian Federation requires improving the quality of human capital, the level of which depends on education. The main role in improving the quality of human capital is assigned to higher professional education - a social institution responsible for the inheritance, accumulation, and reproduction of professional theoretical and practical knowledge, skills, and abilities. After all, human capital is the sum of knowledge, skills, and abilities that a person has, and human capital is also a reserve of skills and experience accumulated during human activity. Human capital also allows for such a reserve, the efficiency of human activity and high labor productivity, as well as the growth of production. The growth rate of integration efficiency described in the article is directly related to the extent to which these integration participants use human capital.

The transition of the Russian Federation to a market economy has led to a number of negative consequences, such as deterioration of logistics in higher education, declining prestige of scientific and pedagogical work, the deterioration of fixed assets of higher education institutions, the crisis in higher education, especially in the fundamental sciences. . The main reason for this is the problem of financing higher education in the country, which, in turn, is associated with the introduction of elements of market relations in education, reducing the share of funding from the budget. Insufficient budget funds have led to the need to attract extra-budgetary funds, ie the commercialization of higher education in practice.

Modernization of the economy in Russia requires a new innovative model of higher education in accordance with the priorities of state policy in this area. In modern conditions, the state policy in the field of education is aimed at solving the most pressing problems of quality and use of education, raising the social status of teachers, integration of science and higher education, and increasing the efficiency of funding for higher education. In this country, as in other countries, there are many problems in the field of higher education, but all of them are closely interrelated and seem to have a systemic character.

It is known that for higher education to play an important role in the global education system, it is necessary, first of all, to modernize higher education in a way that is closer to the needs of the labor market. This means not only improving the quality of training of higher education specialists based on the integration of higher education and the labor market but also diversifying the sources of funding for higher education.

The need for modern personnel in the labor market can be met only through the sustainable development of the higher education system and the formation of an optimal mechanism for its financing. After all, today the innovative economy around the world is based on knowledge and modern technologies, and requires, first of all, talented, responsible, and secularly educated highly educated professionals.

Discussion And Conclusions. At present, the main requirement for the higher education system is to adapt its level to the needs of the modern labor market in any conditions. The employment of graduates of higher education institutions largely depends on the quality of their education. Indicators of quality assessment of education, in particular, the share of graduates who have graduated from higher education institutions and have been working in their field for three years in the labor market, include the level of their promotion. To do this, it is necessary to establish a monitoring system that allows to determine the level of employment of graduates in higher education institutions in the field of education (specialty), to identify their professional growth in integration facilities in order to identify miscalculations in training.

Foreign experience shows that one of the main factors influencing the formation of human capital in the development of integration of higher education, science and industry is the level of development of these integration objects, as it allows to obtain important knowledge reserves that can be optimally used in labor. Highly qualified personnel with modern knowledge and skills in a higher education institution quickly adapts to the changing conditions of the labor market, has a beneficial effect on working conditions. This indicates that the level of education and knowledge of the specialist serves to modernize the economy. Another factor influencing the formation and development of human capital is the state of

the labor market. At the same time, scientists and experts differ, that some of them believe that the labor market determines the direction of development of the education system, while others believe that higher education determines the direction of the labor market. As a researcher, we believe that the role of both integration objects in the training of quality personnel is of great importance in terms of training based on the integration of higher education and production.

In conclusion, the quality of educational outcomes in higher education depends on the current requirements of the labor market, the level of final competencies formed by young professionals, as well as their satisfaction with the educational outcomes for successful professional activity.

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