

Issue for Study of The Issue of Marketing in Education

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Abstract: This article examines the concept of education from the point of view of its three components - knowledge, understanding, application. In the conditions of market relations, an educational institution is effective in the production of educational services that meet the requirements of society in a certain period of time.

Keywords: Marketing, education, educational institution, student, teacher, pedagogue, scientific research, economy, customer.

1. INTRODUCTION

Changes in the management of educational institutions help us to explain how the concept of marketing entered the field of education. The problem of improving the quality of education came to the fore due to the emergence of the non-state catering sector, the emergence of competition for the consumer, and the stabilization of the general economic situation.

In the priorities of the development of the educational system of the Republic of Uzbekistan, it was noted that deep knowledge, innovative activities and new production technologies are considered the leading resources for the development of society and economy. Accumulation of human capital creates the potential for sustainable economic development of the country and improvement of citizens' well-being. Today, the main role of education is determined by the development of the market society.

Therefore, it is possible to raise the issue of applying market mechanisms to the field of education. That is, it is necessary not only to study certain pedagogical innovations, but also to create and develop educational institutions that implement innovative practices. Such practice should be based on social research, which is an element of management activity.

Thus, marketing as a method helps to find the optimal solution both in the issues of reproduction (with standardization playing an important role) and in the issues of production development (with innovative proposals playing an important role).

The development of an educational institution is not only related to the need to respond to the changes taking place in the field, but also to choose its position in the conditions of these changes. The innovative nature of education becomes an important tool in its competition with other social institutions to influence the growing generation. If the development of the human personality is predetermined to some extent, the development of the educational institution must be modeled in advance and will take place only when the head of the institution shows the will. Therefore, the issue of management technology of the developing educational institution is of great importance.

In this sense, the process of development of a general educational institution consists of three components: First, the conceptual component: advanced ideas, concepts, principles. Second, the project component: goals, tasks, product. Third, the functional component: provision of resources, tools. It is possible to make optimal management decisions only by using information in the indicated directions, especially by processing them and identifying the main signs of development.

2. ANALYSIS AND RESULTS

Information is crucial in strategic management. In fact, promising solutions are based on external information related to important factors in the external environment of the school and information about the quality of the organization's activities. It is necessary for the institution of general education to create a structure that helps to monitor the trends and trends in both the internal and external environment.

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In fact, such a policy of the general education institution expands and updates the list of offers for general

education services; it is manifested in attracting many students, transitioning to new forms and methods of education. However, in most cases, when determining these directions of changes, general education institutions do not comprehensively analyze the demand for education, do not forecast such a change in demand, do not study how the demand will change in the near future. As a result, the opportunity to get education is limited, the mechanism of demand formation is broken, a number of educational offers are "overproduced" or "underproduced".

Let's see how well the application of marketing in education has been studied. F. Kotler is a leader in adapting traditional marketing theory to non-traditional applications. In particular, F. According to Kotler, "marketing of educational services is a combination of research, planning, implementation and control of carefully designed programs aimed at providing voluntary exchange of value with target markets in order to achieve the aspirations of educational institutions" [2, p. 98].

"Exchange" in this case should be understood as a relationship between two equal parties. In order for a partnership between UM and the client to occur, the proposed training must be accepted by the client at its own discretion. It is up to the customer to choose. Because of the learner's freedom, UM depends on him. Therefore, it is necessary for all educational institutions to follow the changing needs and desires of learners. However, simply having information is not enough, TM must also be prepared to adapt educational programs as needs change.

Modern education is studied from different perspectives. Until the middle of the last century, there were many studies of education as a social phenomenon in the country's literature. Later, studies devoted to the economy of educational institutions and planning their activities, measuring the economic efficiency of education began to appear. In recent years, research on the application of marketing in education has emerged. In the literature of our country and abroad devoted to educational problems, there are many studies devoted to management in educational institutions and, in general, to marketing in the field of education [2].

In a number of works, specific information about educational services, effectiveness of these activities, including advertising [4]; activities of general education and vocational schools in the context of innovative proposals; management personnel training system [6]; the interaction of the educational institution with the external environment, the analysis of the market impact, the organizational and personnel resources of the educational institution are considered [7].

3. DISCUSSION OF RESULTS

Management of the educational institution in market conditions, marketing activities of the school principal, readiness of the teacher for marketing communication and similar topics are covered in the field of marketing in the general education system. Market orientation of a general education institution implies the following tasks and solutions. First, only educational services that are and will be in demand in the market are provided. Secondly, the list of educational services is large and constantly updated, taking into account societal, scientific-technical, socio-economic changes. Educational service delivery technologies are flexible and mobile. Thirdly, the price policy of the educational institution is formed in connection with the value of the projected effect and additional costs of consumers for the development, use and consumption of educational services. Fourth, communication is actively carried out in the direction of target consumer groups. Fifth, scientific-pedagogical research is carried out both in the specialty of the institution and in the field of market forecasting. Sixth, a marketing department will be formed within the educational institution.

The concept of management customers differs from the concept of a traditional customer:

- the main customers are within the educational institution;
- the educational institution and the people working in it, students are permanent clients of the management, they do not choose them;
- management clients cannot choose the provider of management services, but they can influence it;
- having the opportunity to influence the management, its customers must simultaneously obey the mandatory management decisions;
- management clients are not ready to put their demands on him in many cases, in many cases they do not feel that they have the right to make any demands to the management [8].

The specific characteristics of educational services imply different marketing strategies.

Table 1: Marketing strategies

Features of the service	A marketing problem	Marketing strategy
1	2	3
Intangibility	It is not possible to create educational services in advance and provide them to the consumer.	Description of available marketing services. Using personal impressions as consumer

	Therefore, the consumer does not have a clear idea about the useful features of the educational service. Lack of ownership	information. Designing ways to convey information. Forming the image of UM, clearly forming its highest goal. Always maintain feedback with service users
Service production cannot be separated from its consumers	Educational services are simultaneously produced, provided and consumed	Multilevel training of educational service providers to promote and implement services
The real benefits are visible in the long term	The need for time resources for the result	Making real profits visible in the long run is an advantage
The consumer must be attracted	The consumer certainly participates in the production of the educational service	Using the uniqueness of the process of using the educational service as an advantage
Failure to maintain service	Inability to produce educational services "back-up".	Balance between supply and demand
That the quality of service is not constant	Dependence on who provides these services, where and how	Quality of educational services, monitoring of interactions in the process of providing them
Educational services, their effect is limited by time	It should be filled out for future use	Demand monitoring. Demand management

The conclusion from the table is that the identified difficulties are not of a principled nature and, if the management is optimal, they can be solved within the framework of marketing if the executives of the organization clearly define and fulfill their obligations. However, it is necessary to constantly monitor the management processes.

Table 2: Criteria and indicators of the effectiveness of the marketing model of the development of the educational institution

Criterion	Indicators
Meeting the educational needs of customers	- increasing the educational offers of the institution; - conducting marketing research; - stability of the number of students; - positive attitude of the participants of the educational process to the innovative development of the institution
Organizational development of management structures based on the use of the potential of the team of pedagogues of the institution	- joint development of the legal framework of the UM; - emergence of new structural structures; - long-term planning of UM development with approval of the budget; - diagnostic solutions of the tasks to be put forward and achieving the goal
Implementation of innovative educational programs	- Creation of new innovative projects on the basis of UM; - participation of teachers on their own initiative in the practice of innovative activity of UM; Increase in offers to cooperate with UM
Development of public administration	- creation of new management associations; - active promotion of innovative activities of UM by the public and partners
Motivating employees to achieve new and better results	- pedagogues show constant interest in innovative seminars, contests, educational projects, training courses; - consciously applying innovative experience to the educational process

From the table, you can see what criteria and indicators can be used to monitor the effectiveness of the implementation of the marketing model for managing the development of the educational institution.[5]

If we turn to the marketing principles that determine the development of the strategy, three groups of such principles can be distinguished.[4]

The principles of the first group reveal the attitude to customer needs and are expressed by:

- focusing the resources of the educational institution on the production of educational services and offers that are really needed by consumers in the market segments selected by the institution;
- to consider the quality of educational services as a measure to satisfy the need for them;
- study of educational needs outside the framework of traditional methods of meeting them;
- aiming to reduce the total costs of the consumer and taking these costs into account when forming the price.

Recently, this group of principles is implemented by defining the highest educational goal of the institution. The ultimate goal is the unique mission of UM and the critical foundation that differentiates it qualitatively from other educational services in the region.

The second group of principles reveals how to choose and form the strategy of a higher education institution in market conditions:

- preference for project methods that actively shape demand;
- directing UM to long-term development in decisive directions;
- continuous collection and processing of information about the market situation and its reactions;

The third group of principles shows what should be followed when implementing a strategy, that is, behavioral tactics:

- use of various forecasts, estimates and solutions based on multifactorial factors;
- complexity, specific problems and the interdependence of methods and means of solving them;
- a combination of centralized and decentralized management methods;
- situational management.

The advantage of the director's ability to implement marketing activities and make decisions based on marketing research is that it leads to the formation of additional conditions for effective management decisions and their implementation. Marketing control also means self-control of the head of the educational institution by determining the degree of appropriateness of the achieved result.[1]

The marketing model of managing the development of the educational institution is considered a component of the management process and is manifested in the development of strategies and tactics for researching the market of educational services and actively influencing consumer demand. The marketing model makes it possible to form and develop perceptions about the institution and the educational services it provides, to determine the current and promising methods of providing educational services, to ensure the motivation of employees for the quality performance of professional tasks, and to ensure the effective cooperation of the participants of the educational process in accordance with the demand for education.

The problem of marketing in the field of education T.F. Loshakova, A.I. It was developed in the scientific works of Pankrukhina [3]. Pedagogical marketing is studied as a management activity in the market of educational services to meet educational needs [2], this concept is complemented by the development of educational services, formation of prices, stimulation of demand, selection of methods of implementation of educational services.

Certain tasks must be performed to ensure the organization of this management model. First, to analyze the possibilities of the main type of educational services, to achieve an increase in the number of consumers without changing the service itself. The use of marketing communications in the direction of informing and stimulating demand should play a major role in this. Second, to offer new consumer educational services schemes that have worked. Third, offer new educational services to existing consumers. In this situation, it is important to think carefully about the nature of the psychological impact of the new educational service on the consumer. Fourth, develop comprehensive new educational services for new consumers. Fifth, determine which of the identified market opportunities are compatible with UM's goals and resource capabilities.

A number of pedagogical behavioral mechanisms are studied to implement the marketing approach.

1. Legal mechanisms: internal documents of the educational institution.
2. Motivational and educational mechanisms based on the idea of participatory management.
3. Structural-functional mechanisms. Here is a model of marketing service of an educational institution.
4. Mechanisms of organizational activity (resource provision, activity itself, including the activity of creative groups, problem communities).
5. Programmatic mechanisms.
6. Reflective-analytical and financial-economic mechanisms.

From the above, it can be concluded that in the study of the marketing model of management in the general education system, the most attention is focused on the organizational and operational aspects of the modern management practice in the educational institution.[7]

For any organization, good relationships with customers, employees, suppliers, etc. are very valuable. A company's relational capital is the accumulated knowledge, experience and trust with customers, employees,

suppliers that determines the future value of the company. This is how we come across the concept of "relationship marketing".[8]

Education faces three marketing tasks: widening the gap between offers in the field of education, improving labor productivity and the quality of education. Thus, no one doubts the need for consistent and systematic marketing activities today. This activity begins with the formation of strategic wishes, that is, not only the management, but all specialists of the educational institution understand the need for marketing and their role in this process.

4. CONCLUSIONS

In conclusion, based on the analysis, the following can be distinguished. First, marketing in the field of education functions as a management methodology.

Secondly, modern marketing with a scientific basis is able to solve the issues of organization and management of the field of education.

Thirdly, the difficulty of marketing entering the field of education can be explained by the changes in the spiritual life of the society, by the need to look for forms of accounting for these changes.

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