

**THE IMPLEMENTATION OF EXPORT-ORIENTED COMPETITIVE STRATEGIES
IN EDUCATIONAL INSTITUTIONS.**

Sh.A.Alimova

Asia international university, Bukhara, Uzbekistan

Abstract: This article presents an analysis of the international higher education export market and the practices of leading universities in gaining a competitive advantage. Higher education is viewed as a high-tech, knowledge-intensive sector of the national economy, a means of producing intellectual capital. Global trends and a strategy for the export of higher education are identified, demonstrating that the export of educational services, which ensures high-quality higher education and scientific research, fosters the professionalism of teaching staff, and is a driving mechanism for the internationalization of the education system. Furthermore, it is used as a tool of soft power, exerting state influence, and serves as a significant source of income for educational institutions and regions. The modern education market is represented by countries such as the United States, Great Britain, Germany, Australia, China, and Russia, which employ various tools to conquer the higher education market. Germany's competitiveness is ensured by relatively low tuition fees and high scientific and technical development ratings, which are effective in attracting international students. Australia effectively utilizes its migration policy, and China receives preferences due to its territorial location, attracting students from Asian countries due to the absence of a language barrier. It is shown that government policy significantly influences a country's presence in education markets. For example, in the UK, the number of students from the European Union decreased due to the government's Brexit policy, while US government policy led to a decline in the number of Chinese students, who constituted the largest segment of the education market. An analysis of Russia's presence in the international education market is conducted, based on which recommendations are proposed for promoting domestic education through the application of developed models and technologies for the export of educational services.

Keywords: International education market, education export, education internationalization, educational services, educational product, importers and exporters of educational services, competition in the education market.

At the current stage of the Republic of Uzbekistan's economic development, the topic of increasing the export of educational services is becoming increasingly relevant. This is primarily due to the fact that one of the country's most important competitive advantages is its significant intellectual potential. The importance of increasing the export of educational services stems from the opportunity to increase the country's balance of payments and generate additional profits from personal expenditures of educational service consumers in the host country.

Improving the implementation of export-oriented strategies in education requires a comprehensive approach: improving the quality and relevance of programs (modern knowledge, professional skills), developing the infrastructure, creating regional centers, and implementing sound public policies (attracting students through competitive advantages such as low prices, high rankings, and migration policies) to compete in the global education market and support innovative economic development.

The economic crisis caused by the pandemic The COVID-19 pandemic is significantly changing the balance of power in geopolitical struggle. Socioeconomic and political

transformations in society are placing special demands on national education systems. Education is becoming a resource of "soft power" for political dominance, a competitive economic factor in the global market, and a means of producing social capital. A global post-industrial knowledge economy is rapidly developing [Lachinsky et al. 2018, 220-227], in which the scale and quality of higher education are becoming crucial, and the export of higher education is becoming the focus of governments in a growing number of countries. The economic potential of developed countries is increasingly determined by the availability of higher education among the economically active population, the demand for which is primarily met within the country. Developing countries are often unable to ensure the production of intellectual capital through their national education systems. For them, entering the global education market is becoming a prerequisite for creating their own intellectual capital and, accordingly, reaching a new level of socioeconomic development. Developed countries, through the export of educational services, gain not only economic dividends but also the opportunity to realize their own geoeconomic interests through the mechanism of "soft power" [Kosevich 2017]. Under these conditions, education becomes an indicator of social transformation, sensitive to megatrends¹ that are changing the present and shaping the future of society [Shchukina 2019, 76]. This megatrend is the desire of most states to establish a balance between social and technological development by attracting the resources and capabilities of the education system. Therefore, when assessing a country's competitiveness, the socioeconomic aspects of its development are increasingly taken into account, the provision of which is entrusted to the export potential of education. Consequently, the potential for education export is becoming the subject of transdisciplinary research using the methodologies of the sociology of education, the sociology of international relations, economic sociology, the sociology of management, and economics. National education export projects are being developed based on the results obtained.

Educational services export projects (education exports) by various countries are viewed not only as a unique form of international relations and a key component of international educational activity [Vasilieva 2019, 52-54], but also as a highly profitable global business. Furthermore, the provision of educational services to consumers from other countries for profit and the expansion of cultural and economic ties is becoming a tool of influence, a "soft power" that determines a country's position in the socioeconomic and geopolitical space and its ability to influence global politics. The exchange of educational services occurs in both real-world and virtual/digital educational spaces based on

¹ Megatrends are global trends/processes encompassing the entire world, are long-term in nature, encompass all areas of global development, and are realized in one form or another in economics, security, politics, ideology, demography, and migration processes. Technologies for the internationalization of education and academic mobility. Depending on the vector of exchange of educational services, this activity is considered as the import or export of education for market participants.

In today's environment, the historical challenge is particularly felt in the field of education, forcing the state to pursue a special education export policy based on a detailed multi-vector study of the factors determining a country's competitiveness in the educational services market and the success of its foreign economic activity as a whole [Furman, Balakhnin 2015].

Among the factors that significantly influence a country's socioeconomic development, demographic factors are particularly significant. Demographic factors largely determine the characteristics of the state of the international higher education market, as well as the vectors and intensity of interactions between its actors. Thus, the country's high proportion of the population aged 18 to 22 directly determines the situation in the higher education market and the

development of academic mobility programs (physical and virtual) for its agents. Moreover, the economic potential of this age group influences the country's socioeconomic policy as a whole.

Population migration is also an important factor in the education market. Migration is defined as any territorial movement of people, their crossing of the external and internal boundaries of administrative-territorial entities for the purpose of changing their permanent place of residence or temporarily staying in another territory for study or work, regardless of whether it is influenced by push or pull factors. Migration is divided into two types based on political and geographical features: international, or interstate, and intrastate [Mitin 2010, 123].

Educational migration is a special type of migration, the purpose of which is to satisfy the need to obtain an education or improve professional qualifications. The primary mechanism of educational migration is academic mobility, which is considered a crucial part of the internationalization of the modern education system. The main forms of academic mobility are international outgoing, international incoming, domestic, intra-university, and virtual (implemented through distance learning technologies). During the pandemic, virtual academic mobility is becoming the primary method of educational migration.

The decline of the working-age population in Uzbekistan and its aging are naturally leading to a shortage of applicants at Uzbek universities. Under these circumstances, the export of educational services and the attraction of international students to Uzbek universities are becoming an effective means of integrating the Uzbek education system into the global educational space and gaining corresponding advantages in other sectors of the global market. The effectiveness of academic mobility management technologies depends on the application of research findings into the specifics of modern educational services exports, the barriers hindering their expansion, and the prospects for Uzbek higher education institutions to enter the education export market.

According to demographic forecasts, the world's population will grow to approximately 11.2 billion by 2100. According to other estimates, the population will grow to 9.7 billion by 2064, and then begin to decline, reaching 8.8 billion by the end of the century. Demographic fluctuations will have a significant impact not only on migration flows but also on significant changes in the global economy and the scale and speed of labor and academic mobility.

However, population fluctuations will be uneven across different regions of the world. The largest population growth is expected in African countries, where 60% of the population will be under 25 years of age. In China, whose population currently stands at almost 1.5 billion, the youth population will be approximately 730 million. In these countries, the growing youth population will drive increased demand for higher education. Given the capabilities of modern teaching methods and digital technologies for knowledge acquisition, the speed and scale of growth in academic mobility can be predicted. According to analysts' forecasts, the demand for higher education will exceed the capacity of existing educational institutions in the next few decades: the number of students in higher education institutions will increase from 97 million in 2000 to more than 262 million by 2025. It is expected that that the average annual growth rate will be 1.4%⁴. Therefore, meeting the growing demand for higher education without the implementation of new educational technologies is becoming impossible. Thus, digitalization and informatization technologies shape the global educational environment and ultimately ensure the scientific, technological, and socioeconomic development of countries.

The digital revolution is building a new culture of communication and is becoming an effective means of modernizing not only the educational space but also society as a whole. "The fundamental and global nature of this revolution means that it will become an integral part of all countries, economic systems, industries, and people" [Schwab 2016, 9]. The digital revolution, amid the pandemic, is transforming virtual mobility into an essential tool for academic mobility,

applied at all levels of education. Digitalization is creating a new socioeconomic order, the language of a new emerging electronic culture, whose agents are national and transnational pharmaceutical and financial corporations. This way of life is represented by such social institutions created and formed by ICT tools as e-commerce, e-learning, e-policy, e-science, e-government. [Kudina et al. 2019, 3-21].

The international education market is characterized by intense competition among national models for exporting educational services, programs, and teaching methodologies for the courses offered. However, there are also many examples of successful international cooperation in the education export market. China's experience is of particular interest to us. Competition in the global education market involves universities from various regions. Their competitive advantage is determined by multidimensional factors, primarily the programs offered and the conditions for obtaining an education in another country. These factors include the economic and socio-political situation in the country, the difficulties of adapting to a new cultural and educational environment, and the cost of services related to living in the country. Governments of countries exporting and importing educational services are guided by these parameters. The number of international students studying at universities in the host country and the rate of growth of this indicator are indicators of the success of this competitive advantage.

References:

1. Arefyev, A.L., "Russian Universities in the International Educational Services Market." Moscow: Center for Social Forecasting, 2007.
2. Vasilieva, E.I., "Factors in the Development of Education Exports in the Context of Globalization." Youth in a Changing World: Development Vectors in Global Modernity. Proceedings of the 10th All-Russian Scientific and Practical Conference. Yekaterinburg: Ural State Pedagogical University. 2019. pp. 51-59.
3. Guruleva, T.L., Bedareva, N.I., "Russia-China Cooperation in the Creation of Network Universities and Joint Educational Institutions." Higher Education in Russia. 2019. No. 4. pp. 108-123. B01: 10.31992/0869-3617-2019-28-4-108123.
4. Dolzhikova A.V., Tislenko M.I. Higher Education Export Strategies in Russia and the World // Higher Education Today. 2018. No. 5. pp. 64-72. B01: 10.25586/KKi.IBT.18.05.R.64.
5. Kosevich A.V. Higher Education Export as a Potential Factor in Global Economic Development // Innovations and Investments. 2017. No. 6. pp. 83-86. Kudina M.V., Logunova L.B., Petrunin Yu.Yu. National Education in the Era of the Global Digital Revolution // Bulletin of Moscow University. Series 21. Management (State and Society). 2019. No. 4. pp. 3-22.
6. Lachinsky S.S., Morachevskaya K.A., Zinoviev A.S., Sorokin I.S. International University Associations in the Sociocultural Interaction of Countries // Geopolitics and Ecogeodynamics of Regions. 2018. Vol. 4(14). No. 4. pp. 220-227. Mitin