



CHARACTERISTICS OF IMPROVING THE QUALITY AND COVERAGE OF EDUCATION UNDER GLOBALIZATION

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A.S.Djurayev

Doctor of Philosophy, Ph.D. docent, The main scientific and methodical center, Uzbekistan

ABSTRACT

This article discusses the problems of the impact of globalization on the development of higher education, as well as the development of the processes of integrating national education systems into a single global educational space, the growing trends of internationalization and competition in the field of higher education, and scientifically analyzes the fact that global integration and unification cover all areas of public life. Such fundamental changes are scientifically and practically based on the fact that competition in the field of goods and services is turning into competition in the field of cooperation and quality education. Also in this article, a comparative analysis of various levels of paradigmatic approaches to assessing the quality of higher education is carried out. In this regard, specific characteristics of the global, macro-regional, national, local levels of education quality assessment are substantiated, each of which contributes to the formation of a general system for assessing the quality of higher education, scientifically and practically substantiated.

KEYWORDS

Globalization / globalization of higher education / education quality management / levels of education quality assessment / contradictions of globalization information technologies in quality management / simulation modeling / structural approach / structuring of processes.

INTRODUCTION

Globalization processes determine the integration of the education system in different countries. The

objectives are a group of mandates recommended by the Council of Europe. Given the increasing number of



student and teacher exchanges, the Bologna process aimed at unifying educational standards is gaining momentum. The role of the private sector in higher education is gradually being strengthened, and state funds are being replaced by private sector funds. State funding is 90 percent in Germany, Austria, and Italy, but only 50-70 percent in the United States, Australia, Japan, and Canada. It is known that the formation and development of any nation and state, building its future on a solid foundation is seriously related to the achievements of the educational system.

The global trends of the innovative development of Uzbekistan's higher education system, which are becoming more and more dynamic at the world level, require more targeted and intensive work in this direction. Uzbek education, while preserving its uniqueness and best traditions, should fully take into account world educational trends, be related to world norms and standards, and approach the plans of a pan-European, global house.

In the conditions of the globalization of the world economy, the task of increasing the competitiveness of the university requires solving the issue of the competitiveness of personnel, that is, the compatibility of the national education system with the world trends of education development. The world trends of reforming and modernization of the educational system are putting a completely new level of tasks before the educational system. In one way or another, reforms in the field of education are aimed at increasing the competitiveness of education and shaping the image of the university as one of the leading educational and scientific centers of the world. Studies have shown that globalization in the higher education system is determined by the following processes:

- development of integration processes in the higher education system of the countries of the world (to date, several large integrated educational groups have been formed in the world - in the European educational space, in the educational space of Latin America and the Caribbean basin, in the educational space of the Asia-Pacific region, in the educational space of North America);

- formation of a single educational space dominated by countries such as Great Britain, Germany, France, Italy, USA, Australia;

- creation of regional and international educational cooperation that ensures the availability of higher education;

- development of international guarantees of the quality of educational activity, which allows the introduction and development of the newest educational technologies.

Participation in national and international globalization programs; access to experience anywhere in the world; the possibility of working in mutual cooperation with world universities; access to global information sources;

internationalization Diplomas awarded, courses offered, compliance of working teachers with international standards;

individualization formation of a personal curriculum for undergraduate and graduate students; education at will.

Continuity. Continuing education is the basis of career growth. Accessibility Provide educational content to students and listeners anywhere and anytime; providing educational content for the disabled.

Competitiveness. Education is a business (training is a service, teachers are employees, students are



customers); attract investments and evaluate their effectiveness; high quality and relevance of training.

Indispensable features of modern innovative universities should be:

- implementation of international educational programs, conducting fundamental scientific and research work, cooperation with foreign universities, including exchange of students and teachers, cooperation with universities of developing countries in the scientific and educational sphere;
- unification of educational activities into a single complex process that allows the implementation of educational programs of theoretical and practical content;
- formation of personnel capacity for the needs and requirements of the innovative economy, cooperation with leading national, regional and international companies;
- comprehensive integrity of curricula, creation of innovation-oriented laboratories and problem centers whose work goes beyond the scope of curricula;
- state support for work and scientific research through a competitive system of grants and state orders, allocation of funds for the implementation of development programs, as well as direct budget financing of the main goals, tasks and tasks of the university.

Human potential formed as a result of the development of education, in other words, human capital, plays a very important role in increasing the economic and social well-being of countries. Education, especially higher education, is one of the most important means for a person to find his place in society by acquiring adequate knowledge and skills. Higher education not only improves social well-being by providing human capital formed in society, but also

provides personal well-being by increasing people's income levels. Due to these benefits of higher education to the society and the individual, the demand for it in the world is growing rapidly. Research shows that the primary contribution of higher education to society is to improve employment opportunities.

Thus, according to OECD reports, the average income of university graduates in the United States and the European Union is 60-75 percent higher than that of non-university graduates. In middle-income countries such as Brazil, Chile and Turkey, the ratio is around 150 percent. Research shows that the acquisition of knowledge and skills that allow a person to successfully adapt to social life and contribute to society in the process of higher education is of fundamental importance for society. Individuals who have formed individual and social skills, who think throughout their life, are inquisitive, learn, renew themselves, take initiative, are persistent, have a tendency to communicate, are able to work in a team, and have leadership skills, achieve success in work and social life.

The most important feature of investment in education is that it has an increasing, not a diminishing, productivity. Various studies show that as the duration of education increases, the unemployment rate decreases and the income level increases. According to OECD research, each additional increase in a person's level of education increases their income by about 6 percent. Given that education, especially higher education, is becoming a driver of economic growth through high human capital and technology, developed countries are investing heavily in this sector. If we look at the reports of the World Economic Forum, the economies of countries such as Singapore, Finland, the Netherlands, Switzerland, Belgium, Denmark, Norway, the USA, Australia, New Zealand, Germany,



Sweden, and the United Kingdom and Japan are among the competitive countries. All these economies are high-tech and innovative. It is no coincidence that in modern times, higher education institutions have an incomparable place in social development, economic growth, support for competitive production of goods and services, formation and protection of cultural identity, ensuring the integrity of society, fight against poverty and other fields.

Estimates show that between 2020 and 2022, the number of students enrolled in higher education worldwide will increase by 200 million to 300 million. The rapid increase in the demand for higher education in developing countries has increased the attention of society and the state to this field. In many countries, either new higher education institutions are being established, the capacity of existing higher education institutions is being increased, or the network of higher education institutions is being optimized. Undoubtedly, the Republic of Uzbekistan does not have centuries-old experience in the field of higher education of developed countries. However, in the last hundred years, the country has gained some experience in this regard. The first university of Uzbekistan was established in 1918. During the Soviet Union, which began after 1920, different paths were formed in the formation and development of higher education institutions in the country, and after 1991, in independent Uzbekistan, wide opportunities for modern higher education appeared again.

During the Soviet era, higher educational institutions of Uzbekistan developed on the basis of the requirements of the Soviet society and achieved achievements in a number of fields of science. However, in 1991, Uzbekistan gained independence and the beginning of the process of systemic changes in the economic sphere required the implementation of fundamental reforms in higher education, as well as

in all spheres, and set the task of restructuring it based on the requirements of a new society. The first systematic initiative in this direction was put forward by Islam Karimov, the First President of the Republic of Uzbekistan. On August 29, 1997, the "National Personnel Training Program" was adopted. Thus, in Uzbekistan, comprehensive measures were implemented to adapt the education system to international standards and to ensure integration into the modern education system in anticipation of progressive national characteristics.

The main part

The higher education system was one of the main directions of the reform process, which envisages the establishment of a new educational system based on the principles of democratization, humanization, integration, differentiation, and individualization. Thus, as a result of the implementation of the reform program, a number of structural changes were made in the higher education system, measures were taken to optimize the network of higher education institutions, and new specialties were added to the higher education system. One of the important directions of the reforms carried out at this stage was to increase the independence of higher education institutions.

Ensuring competitiveness, meeting the demand for highly educated personnel in accordance with the development requirements of the country's economy, as well as creating personnel potential in accordance with the requirements of the information society and information society. knowledge-based economy, it is necessary to form an economically and socially effective higher education system to ensure that the population has access to higher education that meets modern requirements. Various grants and educational programs successfully implemented in our country have given many young people of Uzbekistan the



opportunity to study at the most prestigious universities of the world in bachelor's, master's and doctoral degrees. The absolute majority of these young people have completed their studies and returned to contribute to the future development of our country, especially to the development of higher education.

New tasks in the field of education on a global scale and the entry of the economy of Uzbekistan into a new stage of development created the need to form a unified state strategy for the development of education in the country. For this purpose, the Law "On Education" was adopted in a new version. The Law of the Republic of Uzbekistan "On Education" was adopted on September 23, 2020, and its purpose is to regulate relations in the field of education.

Based on this Law, the main principles, educational system, types and forms of education were clearly defined, the rules on distance education established in it, the necessary knowledge, qualifications and skills by students using information and communication technologies and the Internet global information network aimed at a distance.

Also, according to the Law, state higher education, secondary specialized, professional educational institutions and their branches, as well as state-participated higher, secondary specialized, professional educational organizations and their branches are established by the decisions of the President or the Government. Establishment of non-state educational institutions was determined to be carried out by their founders. The license to non-state educational organizations will be issued by the State Inspectorate for Quality Control of Education.

The law defines the provisions on dual education, which is aimed at acquiring the necessary knowledge, skills and abilities by students, the

theoretical part of which is carried out on the basis of the educational organization, and the practical part is carried out at the place of work of the student. In addition, provisions on inclusive education are included in the law, according to which inclusive education is aimed at providing equal opportunities to receive education in educational institutions for all learners, taking into account the diversity of individual educational needs and capabilities. Provides inclusive education in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities.

This law is fundamentally different from the Law "On Education" adopted on August 29, 1997 due to the wide scope and specific nature of the regulation of relations in the field of education based on the requirements of world standards.

Of course, reforms in the higher education system constitute a certain part of the reforms implemented in the field of education.

In particular, in order to determine the priorities of the systematic reform of higher education in the Republic of Uzbekistan, to raise the process of training independent thinking highly qualified personnel to a new level in terms of quality, to modernize higher education, to develop the social sphere and economic sectors based on advanced educational technologies, the President of the Republic of Uzbekistan dated October 8, 2019 The Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved by the Decree No. PF-5847, serves as a prelude to new reforms in this field.

In the following years, in connection with the implementation of the state strategy for the development of education, we will expand the opportunities for higher education in our country, adapt higher education curricula to the requirements



of the labor market, strengthen the potential of doctoral studies and research in higher education, improve the rating of higher education institutions, management models, and expand their opportunities for additional education. , significant results were achieved in increasing the level of internationalization and strengthening the role of higher education institutions as educational, scientific and innovative centers in the whole society.

From the point of view of university research-technological development-innovation missions, although developing countries have priority over well-educated universities, research and innovation results are more important in countries participating in global technology-innovation competition. While universities in the United States and the United Kingdom are leading the way, continental European countries are devoting more resources and creating new university models to strengthen their competitive position, and universities in Southeast Asia, especially China, have come a long way in this regard.

With the development of information technology and globalization, internationalization in higher education has become an important development strategy. In this regard, the concept of the development of the higher education system of the Republic of Uzbekistan until 2030 opens up new approaches and opportunities in the development of higher education and personnel training in our country. This strategy, which requires active participation in international competition and cooperation networks, participation in scientific and technological processes, integration of educational and research experience and resources, use of material resources, is also important in improving the organizational and pedagogical foundations of managing the innovative development of the higher education system.

According to UNESCO, although Uzbekistan spends most of its GDP on research and development, most of these expenditures are financed by the state. At the moment, in order to increase the scientific potential of universities in Uzbekistan, special attention is being paid to increasing the doctoral level. In our opinion, as the scientific potential of universities is strengthened through the establishment of a strong doctoral program, the number of research projects implemented by the private sector and international partners will increase year by year. Currently, the income of foreign students, which has reached a significant level in countries such as the United States and Great Britain, has become one of the most important contributions of universities to the country's well-being. International students also provide countries with "soft power" and quality human resources. In the US and many European countries, there are very few domestic students in STEM (science, technology, engineering, mathematics) programs. Young people mainly prefer law, art, administrative-social-humanitarian sciences. As a result of this trend, by 2030, 75% of STEM graduates are expected to be in the BRICS countries, 8% in the US and 4% in Europe. A growing labor shortage in STEM fields makes international students especially attractive to developed countries. Most students are sent to China, India, Saudi Arabia and South Korea. Looking at the market shares of the target countries, in 2001, the countries that attracted the most students were USA, UK, Germany, France, Spain and Belgium. From 60% to 50% in 2021, we can see that China, Australia and Canada are among the countries that attract the most students.

One of the most common models of internationalization is that globally recognized universities offer joint educational programs with universities in developing countries and open research



centers and campuses in these countries. Universities in the United States and Great Britain, as well as countries in the Middle East and South Asia, are the countries that use this model of internationalization the most. In recent years, the expansion of educational programs in English, active participation in ERASMUS, TEMPUS and other similar international exchange programs, as well as the expansion of international relations on a multilateral and bilateral basis by Uzbek universities have strengthened their internationalization process.

DISCUSSION AND RESULTS

Research shows that four major trends that emerged even before the pandemic will shape the future of higher education around the world. The first trend in the "new economy" is that digitization, automation, artificial intelligence and robotics are rapidly changing the demands of the labor market, threatening the traditional superiority of university degrees in many fields. It seems that while some degree-requiring occupations are becoming increasingly automated, on the other hand, existing university programs cannot keep up with the changes, especially in fast-growing fields such as information technology. To respond to this change, universities have begun to rethink traditional "packaged" programs. Universities are now focusing on students' career needs, focusing on flexible, Competency-based and customized educational programs that can be varied in scope and completion and can be obtained in credit mode. This approach aims to meet the development needs of employees and the lifelong learning needs of the general public. MicroMasters programs is a typical example of this approach. Despite these efforts by universities, there is a growing trend among employers to set up their own universities to train their employees and receive specialized training support from institutions such as Trilogy Education. All this indicates

that. The second major trend is the rapid proliferation of online learning applications. Degree programs offered in whole or in part online offer students the opportunity to learn at a lower cost and at a faster pace. Online degree programs, traditionally considered "second class" in many countries, are becoming increasingly popular. Most prominent universities in the United States also employ online software managers who specialize in online programming to develop and deliver online education programs.

Virtual reality applications, which are still used by many universities in the United States as teaching aids, are developing and spreading rapidly. In order to develop this field in Uzbekistan, first of all, it is necessary to form the legal base of distance education. After that, if a comprehensive state program for the development of distance education is implemented, a serious turn can be made in this regard. Because the establishment of this education in the country requires a lot of money and requires the joint and coordinated activity of higher education institutions. The third trend is increasing international competition and cooperation in higher education. Programs supporting research and innovation collaboration and student mobility are constantly expanding. In this regard, along with the successful implementation of the state program on education abroad and double degree programs in Uzbekistan, there was a need to expand the measures taken to attract foreign students and teachers to the field of higher education. The fourth trend is the expansion of socio-political processes that revise scientific and scientific institutions.

In recent times, in a global environment where communication has become commercialized, social media and similar digital propaganda has become more common, and political polarization has increased, some sections of society have begun to look for new sources of trust in institutions and to rethink academic



and scholarly institutions. This trend, which undermines the principles of truth, transparency, autonomy and responsibility, which constitute the source of public trust in science and mass media, and creates alternative sources of information, threatens the mission of universities in society. In the conditions of the current pandemic, it became possible to see more clearly the existence of such a trend in the fight against COVID-19. This raised the issue of improving the effectiveness of public relations of universities and other scientific institutions in all countries of the world, including Uzbekistan.

The current pandemic has shown that universities and the higher education sector are among the sectors most affected by the pandemic, as are civil aviation and tourism. Since February 2020, universities in many countries around the world have switched from face-to-face education to online education. In many countries there is inequality in access to digital communication. Inadequate communication infrastructure and content for online classes, lack of online learning experience for students and teachers, and difficulties in passing exams in such conditions. Despite these challenges, online education has continued to thrive. Research shows that continuing full face-to-face education in the post-COVID era raises many questions. In this regard, more advanced hybrid or fully online programs are expected. It seems that in the coming years, universities will prefer affordable, flexible, "unpackaged" online/hybrid education programs to increase student income and meet the demands of the labor market. With the adoption of a more online education model for international students, the expansion of joint programs with sending countries and increased new affiliate investment seem inevitable.

The pandemic has also largely disrupted international academic meetings, face-to-face interactions and

laboratory research. Endowment funds used by universities and industry revenues are limited and are not expected to grow without economic recovery. In this context, the multidimensional challenges facing research universities in the United States are illustrated by examples from other countries. However, with the transition to a virtual environment, geographical boundaries are removed, scientific coordination-collaboration continues in a different quality and even spreads, despite the lack of a social aspect.

Amid the pandemic, the university is also seeing a significant drop in tuition and fees. However, investments in student and staff health interventions and online education create significant additional costs for universities. Such a difficult situation was inevitable, especially in the universities of the world, which are heavily dependent on foreign students. We believe that the shock caused by the pandemic will widen the gap between weak and strong higher education institutions, as it has in many sectors. In the wake of the pandemic, universities will need to focus on long-overdue transformations, specialize, build healthy partnerships, and even bring together those who have not been able to catch up. Institutions that can see the shortcomings of the crisis period, understand the opportunities created by the new conditions, and are able to quickly implement creative solutions are seen to enter the "new norm" in a more favorable position.

A teacher should serve the development of his country: A teacher should deeply learn and use the achievements of science and technology of the modern world, but should not be obsessed with ready-made products, should try to be not only a consumer, but also a creator and producer. For this, they must constantly work on themselves, regularly improve their knowledge and skills. Digital literacy and imparting foreign language skills: both skills need to be



instilled in the new generation. The first of them is the required minimum numerical knowledge, and the second is learning foreign languages after our beautiful and rich mother tongue - first of all, English, the language of science and technology of the modern world.

Nowadays, the role of education in economic life has increased significantly. At present, education should fulfill the tasks of instilling the knowledge and skills required in the economy, comprehensively preparing the citizen for the future life, and integrating him into the society. Meeting the need for continuing education is one of the most important factors in increasing the role of education in economic life. At the same time, rapid technological development requires regular updating of knowledge and skills. This increases the need for new and more relevant skills and competencies.

Theoretical and methodological basis.

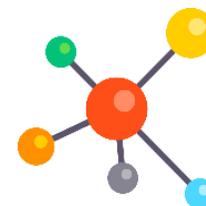
Quality and coverage of education. Increased competition among middle-income countries and frequent changes in occupational profiles as a result of rapid technological progress have further increased the demand for quality education. On the other hand, increasing the level of participation in education and expanding the educational infrastructure alone does not fully guarantee the improvement of people's knowledge and skills. Although educational infrastructure is a necessary factor, knowledge and skills are acquired not by the number of educational institutions and duration of education, but by the quality of the educational process. Recently, although a number of countries have spent a lot of money to build educational infrastructure and provide new equipment for the development of education, there has not been a positive shift in educational outcomes in these countries. Despite completing general

education, there are many who do not have the ability to score, read and write. For these reasons, ensuring the quality of education should become a key strategic priority.

New requirements for the quality and complexity of education have also renewed the view of the concept of the educational system. In addition to formal education (culminating in the issuance of a state education certificate), the modern education system offers non-formal (self-study) and non-formal education (acquired in various courses, groups and individual classes and not accompanied by giving).

Since basic skills are acquired in the early years of childhood, it is important to develop children's minds from a young age. Therefore, the development of preschool education occupies an important place in the state policy. In many advanced countries, steps are being taken to gradually increase the duration of education. The total duration of education is 14 years in Canada, France, the Netherlands and the Czech Republic, 13 years in Germany, Great Britain, Sweden, Australia and New Zealand, 12 years in the USA, Finland, South Korea, Poland and a number of other countries. In a small number of countries, the total duration of education is eleven years. According to the Organization for Economic Cooperation and Development, increasing the duration of education at any level by one year in any country leads to an increase in the country's gross domestic product by 3-6 percent.

One of the main directions of educational content in international practice is the close coordination of educational programs with the requirements and priorities of the socio-economic development of the country. Educational programs should have knowledge and skills that serve the goals of economic development, content that forms competence. Since the creation of a knowledge-based economy in



economically successful countries is the priority of socio-economic policy, the importance of introducing innovations in educational programs, encouraging students to various social activities and improving their pedagogical skills is emphasized.

As a result of scientific and technical progress, innovation and modernization in the next 30-40 years, education that is not enriched with practical knowledge and skills is losing its fundamental importance. From this point of view, the importance of practical knowledge and skills is emphasized along with academic knowledge in the formation of educational content. Competence is the ability to effectively and efficiently apply acquired knowledge and skills in practice. It ensures that the acquired knowledge and skills become the result of a specific activity. Competency-based education serves socio-economic development more effectively.

The content of educational programs is constantly changing, taking into account the innovations brought by technological progress, which requires a unique approach at different stages of education. Here, at the stage of general education, comprehensive formation of a person is a priority, while in higher education, the current and future demands of the labor market are taken as a basis. The continuous development of the higher education curriculum makes the systematic study of labor market requirements important. This process has made all entities offering jobs in the labor market, both in the public and private sectors, the main participants in the higher education process.

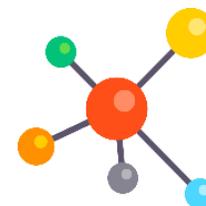
The factor of the teacher plays a decisive role in the process of learning and development of the student, monitoring his progress. The influence of the teacher on the formation of the student as a competent and well-rounded person depends on the level of the teacher's scientific skills, teaching experience and

professional skills. There is a close relationship between these teacher qualities and student achievement. Teachers who regularly improve their knowledge and skills make an additional contribution to the success of their students. The lack of a system of incentives based on professional skills, inefficiency of management at the level of education, and poor infrastructure for teacher training are among the factors that affect the work of teachers. In this regard, in countries where educational reform has been successfully implemented, special attention is being paid to the creation of incentives for improving the professional skills of teachers and improving the qualifications of teachers.

CONCLUSION

The experience of countries that have made significant progress in educational development shows that modern, active-interactive teaching methods based on information and communication technologies, which develop creative thinking and take into account the individual characteristics of students, give better results. For this purpose, continuous development of advanced methods of teaching, improvement of teachers' qualifications occupies an important place in the educational policy.

The main directions of management reforms in the field of education are to clearly define the system of relations between the participants of the educational process, as well as the functions, powers and responsibilities of regulatory bodies, to increase the management powers and responsibilities of educational institutions, to improve the system of performance evaluation and education quality indicators, to focus on the quality of financing, the population introduction of the per capita financing mechanism and strengthening of incentive mechanisms on this basis, as well as ensuring the



adequacy of financing sources, monitoring the activities of educational institutions.

The experience of developed countries shows that the process of socialization of management in education is accelerating. Effective governance plays an important role in the successful implementation of the education strategy and the involvement of stakeholders in the sustainable improvement of the quality of education. This requires, first of all, increasing the independence of all types of educational institutions, managing educational institutions with the wide involvement of parents, students, students and other participants in the educational process, using result-oriented management and other modern technologies.

To summarize, young professionals who are loyal to the main goals and national-spiritual values that will help form the profile and priorities of our national education, who are dependent on the Motherland and the state, who know digital and foreign languages, who have a broad and modern outlook, who have a healthy and independent field of interest, and who are active is one of the main tasks of educating citizens.

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