Regulatory And Legal Bases Of Digitalization Of Educational Institutions

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Abstract
Digital technologies have fundamentally changed the appearance of interaction and communication processes between economic entities. Today, digitization is entering all areas of our life, and it is important that relations in the digital world are becoming more and more multifaceted. In this respect, research on the evolution of digital technologies has become an urgent issue. The article highlights the characteristics of the evolution of digital technologies.

Keywords: digital economy, digital technology, cloud computing, big data, blockchain, distributed ledger, digital asset.

Introduction

In the development strategy of the new Uzbekistan for 2022-2026, turning the digital economy into the main "driver" sector and carrying out work aimed at increasing its volume by at least 2.5 times is recognized as one of the priorities for the rapid development of the national economy and ensuring high growth rates [1]. This creates the need to improve the practice of using digital technologies. In turn, improving the practice of using digital technologies requires an assessment of the characteristics inherent in the evolution of digital technologies.

Ways to improve the efficiency of educational institutions based on digitization.

In our opinion, in order to increase the efficiency of educational institutions of our republic based on digitization, the following measures should be implemented:

1. In order to form the digital skills of professors and teachers of educational institutions, it is necessary to introduce the concept of "Life Long Learning" into the process of enriching their knowledge about digital education.

Digitization is rapidly entering the field of education, but not all higher education institutions are ready for these challenges. In such conditions, the application of the concept of "Life Long Learning" becomes important.

The report of UNESCO's International Commission on Education for the 21st Century entitled "Learning: The Treasure Within" emphasizes that scientific progress and new forms of economic and social activity require lifelong learning.

Lifelong learning rests on four pillars:

1. Learning to know.

It implies a deep acquisition of knowledge in a limited field of sciences, a broad general culture of a person. The general culture of a person encourages learning, teaches him to constantly improve his knowledge. It also involves learning to read using the opportunities created by continuing education.

2. Learning to work.

Each person should not only acquire professional qualifications, but also have

the competence to make rational decisions in different situations and to work together with a team. Also, a person must learn to perform labor activities in different social or industrial environments that he will encounter during his life.

3. Learning to live together.

Implementation of common projects, respecting the values of open-mindedness, mutual understanding, agreement, directly lacks this quality in solving conflict situations.

4. Learning to live.

It means self-development, independent thinking, personal responsibility. Therefore, in education, it is necessary to effectively use all the tools that develop these qualities of a person: memory, ability to observe, aesthetic taste, physical capabilities, ability to communicate, etc.

2. It is necessary to increase the number of training providers and the quality of training by introducing distance technologies and improving the system of evaluation of distance education results.

In order to create an evaluation system that allows comparing the effectiveness of traditional classes with the effectiveness of classes conducted using distance technologies, we believe that the following conditions should be present:

* availability of one type of control-measurement materials;

*the possibility of conducting the final attestation under the same conditions;

*availability of sufficient choice.

Admittedly, e-learning technologies play an important role in ensuring the effectiveness of distance education.

The advantage of e-learning technologies is that they allow for the formation of an educational plan and the flexibility of the assignment schedule.

According to the concept of educational informatization, the quality of education is evaluated by indicators belonging to the following 3 groups:

* indicators describing the quality of the content of education;

* indicators describing the quality of educational technologies;

*indicators describing the quality of educational results.

The following can be indicated as the main indicators describing the quality of the content of education:

* availability of curricula and their compliance with state education standards;

* availability of educational programs and their compliance with state educational standards;

* availability of study guides and textbooks for each subject;

*availability of a set of practical assignments necessary for passing practical training in each subject.

The following indicators are used to assess the quality of educational materials of higher educational institutions:

* availability of electronic textbooks and ensuring their quality;

*compliance of textbooks with educational programs;

*compatibility of content and form of textbooks;

*reflection of current issues in educational materials;

*use of modern foreign literature in educational materials.

The following indicators can be cited as quality indicators describing the technical condition of distance education:

* level of provision of educational classes with computers;

*compatibility of computers with distance education requirements;

*bandwidth of data transmission channels.

3. In order to improve the practice of financing through the digitization of educational processes, first of all, public-private partnership relations should be widely introduced into the system of implementation of scientific research based on state orders; secondly, it is necessary to introduce franchising in the practice of financing scientific researches; thirdly, it is necessary to introduce the practice of attracting foreign investors to finance research in higher education institutions by commercial banks.

In order to introduce public-private partnership relations into the system of implementation of scientific research based on state orders on a large scale, first of all, these relations are financial initiative (state scholarships, private scholarships, state education loans, allocation of subsidies from the state budget for scientific research works) and strategic cooperation. (providing innovative ideas to industrial enterprises, improving training programs taking into account trends in production practice) should be embodied. Second, the private sector should actively participate in financing the construction of higher education institutions; thirdly, it is necessary to implement basic principles that allow to ensure transparency and evaluate the efficiency of public-private partnership relations in the field of higher education.

It is worth noting that there is a legal basis for introducing public-private partnerships into the practice of financing higher educational institutions of our republic. That is, in accordance with the decision of the President of the Republic of Uzbekistan dated October 20, 2018 No. PQ-3980 "On the first measures to create the legal and institutional basis for the development of public-private partnership", the Public-Private Partnership Development Agency was established under the Ministry of Finance of the Republic of Uzbekistan .

The advantage of implementing public-private partnership projects, in our opinion, is manifested in the following:

-implementation of these projects allows to increase the quality of education;

-increases the level of use of non-budgetary sources of financing;

- serves to ensure the long-term and stability of financial relations between higher educational institutions and the private sector;

- enables the use of financial, management and human resources of business entities;

- increases the efficiency of construction, use and management of facilities of higher educational institutions;

- serves the socio-economic development of the country.

In our opinion, financial support of university professors, students and young researchers should remain one of the priority directions of financing higher education institutions based on public-private partnership. In this case, grants and scholarship programs should become the main sources of their financial support.

Increasing the role of public-private partnerships in financing higher education creates the need for comprehensive use of educational services. In our opinion, the main attention should be focused on the following:

- organizing seminars and trainings for students with the participation of qualified specialists of employing enterprises and organizations;

- organization of training courses for employees of enterprises and organizations in higher educational institutions;

- organization of roundtable discussions and conferences;

- organization of video conferences on current topics by experienced professors and teachers;
- conducting scientific research activities together with scientists and business entities operating in the higher educational institution.
- to build scientific laboratories that will allow business entities to use the achievements of science.

Experiences of developed countries show that. franchising, which is used in the implementation of scientific research in the higher education system, allows to bring education closer to the consumer, reduce education costs and eliminate obstacles to obtaining knowledge.

Education products and services ranks fourth in the total number of active franchisees in Germany.

An important advantage of franchising is that, as a method of business development, it allows to ensure the common interest of the participating parties.

Franchising does not require the franchisor to establish a vertical network. Because the profit is obtained separately from the activities of each franchisee. As a result, costs associated with centralized management are saved.

Admittedly, the improvement of the legal framework of franchising allows to reduce the number of violations committed by franchisors.

Advanced foreign experience shows that two groups of higher education institutions participate in educational franchising. First, one higher education institution transfers to another higher education institution the right to operate on the basis of its franchise and receives royalties for this. Secondly, the franchisee of the higher education institution, which has acquired from the franchisor the right to operate under its trademark (franchise), will have the opportunity to open new departments and provide new educational services.

It should be noted that the successful application of educational franchise largely depends on the level of knowledge and practical skills of professors. A professor-teacher should, firstly, have deep theoretical knowledge in his field, secondly, be familiar with practice, and thirdly, be fully aware of all changes in the field, including legislative changes.

It is important to note that franchising creates an opportunity for entrepreneurs to develop without raising the issue of property rights. In this, the franchisor provides a standardized system of accounting and operations, and also retains control over the organization and quality of customer service. Some franchisors provide certain financial support to the franchisee and, as a result, create a level playing field for the development of competition.

It is worth noting that the franchisor tries to expand the business without taking a loan and without increasing the amount of financial obligations. In this case, the franchisor can hope for a large income in the form of royalties.

In franchising, all types of business are controlled and regulated by the government, suppliers, creditors and franchisors. At the same time, the successful operation of a business with license content largely depends on ensuring a uniform level of franchise quality, that is, ensuring uniformity in the introduction of standards, technical conditions and methods of business activity.

It should not be forgotten that the activity of any higher educational institution is carried out in different levels of socio-

economic and organizational-legal uncertainty. As a result, higher education institutions are constantly looking for applicants and employers, highly qualified staff and teachers, loans on favorable terms, transport and communication, equipment and buildings in order to improve the quality of education.

In our opinion, the distinctive features of the franchise of higher educational institutions are as follows:

- franchising is an effective form of higher educational institution business activity;

- franchising serves to increase the competitiveness of the higher educational institution in the market of educational services;

– franchising allows to increase the volume and quality of educational services;

- franchise of higher educational institutions is aimed at successful business for all participants.

Relying on advanced foreign experience, it is necessary to finance innovative developments of higher education institutions and support the process of their commercialization by the state. For this:

- subsidies should be allocated from the state budget to finance innovative developments of higher educational institutions intended for the real sector of the economy;

- it is necessary to exempt the funds received from the contracts of higher educational institutions with business entities on the creation of innovative products from taxes and other mandatory payments.

China's experience has shown that the financial support of the commercialization of innovative developments by the state allows to significantly increase the income of higher educational institutions.

Taking into account the existence of serious shortcomings in the practice of financing innovative developments of higher educational institutions from the founders' own funds (remaining the control package of shares in the higher educational institution, using up the authorized capital, etc.), it is necessary to encourage the system of venture financing of these developments. For this:
- dividends should not be paid from funds invested in the authorized capital of venture companies, and the calculated dividends should be directed to the authorized capital of these companies;
- the income of venture companies should not be taxed;
- their taxable base should be reduced by the amount of money allocated to the authorized capital of venture companies of industrial enterprises.
The use of the founders' own funds is a widely used form of financial support for innovative developments in international practice. This form is especially widely used in financing small and medium-sized innovative enterprises.
However, in our opinion, formation of the charter capital 100% from the funds of the founders or keeping the control package of shares in the higher educational institution may not give the expected result. The reason for this is that, firstly, the interest of external investors decreases sharply; secondly, due to the lack of other sources

of financing, the authorized capital of these small and medium-sized enterprises will quickly run out, that is, "eat away".

The development of venture financing depends to a large extent on finding a clear solution to the main issues related to intellectual property. The main issues are as follows:

- evaluation of knowledge that becomes innovation;
- the distribution of knowledge value between the authors and the venture fund;
- the share of the author and the venture fund in the profit obtained as a result of the realization of this knowledge.

In our opinion, the attraction of foreign investors by banks to finance higher education institutions requires the creation of a number of conditions. One of such important conditions is to increase the number and quality of innovative developments created by higher educational institutions by increasing their scientific potential. So far, the conditions related to the scientific potential of higher educational institutions have not been formed.

Another condition in this regard is that the higher education institution has a high rating according to the ARWU or World University Ranking rating systems. However, in 2017, there is not a single higher educational institution from Uzbekistan among the top 100 higher educational institutions determined by these rating systems.

4. In order to expand the scope of application of digital technologies to the digitization of education, first of all, it is necessary to use Internet technologies in coordination with traditional educational technologies; secondly, it is necessary to establish distance education based on asynchronous and synchronous network technologies; thirdly, it is necessary to support e-learning platforms using IT infrastructure and WIFI; fourth, it is necessary to deepen the processes of formation of digital educational skills using cloud technologies.

The use of Internet technologies in educational activities makes it possible to increase the quality of education. This is because, firstly, computer-based learning creates interest in students; secondly, the student will have the opportunity to receive new information in real time.

However, Internet-based education should be implemented in conjunction with traditional education. Because, firstly, the student may not understand all the available information; secondly, the degree to which the student has mastered theoretical knowledge should be clearly assessed in practical training.

Advanced foreign experience shows that the organization of distance education using asynchronous and synchronous network technologies gives the expected results.

Asynchronous educational technologies (offline education) are means of communication that allow each participant of the process to transmit and receive information independently of each other at a time convenient for them.

Synchronous educational technologies (online education) are communication tools that allow real-time exchange of information.

Cloud technologies are important from the point of view of forming digital skills in the educational process by collecting, systematizing, storing, processing, transmitting, and presenting data.

5. In order to provide interactivity on the basis of Internet technologies by organizing a distance education audience, in order to

form practical skills, first of all, it is necessary to establish a comprehensive use of distance education technologies; secondly, it is necessary to evaluate the results of distance education according to the Bern model.

Distance learning technologies mean CD-technologies. With the help of these technologies, educational materials are given to students in multimedia media (diskettes, CD-ROM, DVD). In this case, distance education is combined with the following forms of full-time education:

*explanatory lectures;

*seminars;

*trainings;

*consultations;

*control works.

In distance education, part of the student's communication with the teacher and data retrieval from the electronic database can be done via the Internet.

Network technologies are based on teaching through computer programs and electronic textbooks, which are placed on the Internet servers of higher educational institutions. The student can communicate with the teacher through the Internet, take midterm and final tests.

A number of leading universities of the world have organized lectures and seminars in real time. In this case, the student's midterm and final examinations are organized in educational centers close to the student's place of residence.

Television-satellite technology is similar to network technologies, only in which communication between the teacher and the student is carried out through satellite communication channels.

In our opinion, M. in assessing the knowledge and practical skills of students after the completion of the planned education. It is appropriate to use the assessment model created by Bern. We believe that it is necessary to use the third and fourth components of Bern's model.

M. The third component of Bern's model is called Reaction Evaluation, and the fourth component is called Outcome Evaluation.

M. Bern's assessment model consists of four components:

- Sontext Evaluation - content evaluation;
- Input Evaluation - assessment of opportunities and preliminary results
- Reaction Evaluation - evaluation of the reaction to education;
- Outcome Evaluation - evaluation of the obtained results.

6. In order to simplify and improve the efficiency of the implementation mechanisms of scientific research carried out on the basis of state orders, the following measures should be implemented:

* it is necessary to create a complete evaluation system of the effectiveness of scientific researches;

*introduction of the mechanism of state-financed research to conduct program-targeted scientific research using project management models;

* creation of a state system of scientific and technical information, including national, network and regional scientific and technical information resources and organizations specializing in the collection, storage and processing of local and foreign sources of scientific and technical information, including information funds, databases and data banks ;

*increasing state support for the creation of joint ventures with foreign partners to support high-tech products produced in our country and introduce them to foreign markets;

* to further improve the quality of education in educational institutions by

introducing new educational programs; introduction of modern pedagogical and smart technologies in the educational process, for example, distance learning through the creation of electronic modules;
* it is necessary to strengthen the capacity to provide innovative ideas by organizing continuous training courses.
7. In order to improve the methodology of evaluating digitalization of educational institutions, it is necessary to form a group of indicators that will allow to evaluate the educational-methodical activity and scientific-research activity of the higher educational institution.
In our opinion, the following indicators should be used to assess the level of digitization of educational and methodological activities of higher educational institutions:
* the level of provision of electronic textbooks and manuals of the taught subjects;
*from electronic library resources of students' higher educational institutions and foreign electronic databases (SCOPUS, WoS, etc.). availability or non-availability;
*the presence or absence of the student's personal office on the site of the higher educational institution;
*coefficient of presentation of teaching-methodical materials in the student's personal office;
*on the website of the higher educational institution, "the existence or non-existence of the connection between the lesson schedule and the annotation of the course;
*level of employment of students who graduated from a higher educational institution;
*application of the e-learning and ICT coefficient in educational courses for students: the ratio of the courses in which students have the opportunity to participate and in which these technologies are used to the total number of courses;
*the coefficient of the relative indicator of the possibility of taking courses/modules remotely in relation to the total number of courses;
*the availability or non-availability of the catalog of practice bases for students of all educational programs on the website of the higher education institution, including information on foreign practice bases, conditions for student participation and communication with persons responsible for preparing students for these practices and processing applications;
*relative criteria for providing public open (free) courses on online educational platforms;
* Availability or non-availability of the possibility of remote education at the higher educational institution;
*the availability or non-availability of information on conducting faculty-level lectures, open lectures, trainings and master-classes on the website of the higher educational institution;
*the availability or non-availability of online recordings of faculty lectures, open lectures, trainings and master classes on the website of the higher educational institution;
*indicator of the ratio of the number of online recordings of faculty lectures, open lectures, trainings and master classes to the total number of such events on the website of the higher educational institution;
*indicator of the quality content of online recordings of faculty lectures, open lectures, trainings and master classes on the website of the higher educational institution;
*relative indicator of the digital presentation of professors and teachers on the website of the higher educational

institution: the ratio of the personal pages of teachers with information about their scientific activities, course annotations, and the list of publications to the total number of professors and teachers of the higher educational institution.

In our opinion, the following indicators should be used to assess the level of digitalization of research activities of higher educational institutions:

*index of citation of researchers' publications;

* Share of employees with PhD and DSc degrees.

*availability or non-availability of scientific events (scientific conferences, scientific schools) for students;

*indicator of the ratio of the number of online broadcasts of scientific conferences and scientific schools to the total number of such events;

*relative indicator of the content quality of online broadcasts of scientific conferences and scientific schools for students;

*the existence or non-existence of measures to support and encourage students' research activities;

* the share of income from scientific research in the total income of the higher educational institution;

*participation of the higher educational institution in state grants (quantitatively in soums and the number of state grants implemented).

conclusion

The following can be indicated as actual problems related to increasing the efficiency of educational institutions based on digitization:

*the fact that the scientific and innovative potential of these higher educational institutions is low (lack of independence among higher educational institutions in determining curricula and programs, student admission quotas and distribution of financial resources; lack of development of innovative cooperation between higher educational institutions and sectors of the economy; low level of commercialization of research results ; lack of highly qualified specialists in the field of innovation management in higher educational institutions to promote and facilitate the transfer of technologies; weak interest of private business representatives to participate in partnerships in the field of higher education (especially considering taxation issues);

* lack of financial resources for the implementation of digital technologies (non-budgetary and underdeveloped mechanisms for attracting private funds, insufficient internal sources of research funding, lack of development of public-private partnership relations in the implementation of scientific research);

*non-existence of the practice of financing the scientific and research activities of higher education institutions through special investment funds in our republic;

* non-existence of the practice of attracting foreign investors to finance scientific developments by commercial banks in our republic;

* the absence of a perfect system for evaluating the effectiveness of distance education;

*the fact that most of the teachers of the higher education institution do not have digital skills in the conditions of increasing demand for digital skills;

* based on the best experiences of developed countries, the factors of formation of professional skills in middle level personnel, its integrated methodical support, the experience of forming the composition of general professional,

cognitive and social competencies are not sufficiently studied.

We have developed the following scientific proposals and practical recommendations aimed at improving the efficiency of educational institutions based on digitization:

1. In order to form the digital skills of professors and teachers of educational institutions, it is necessary to introduce the concept of "Life Long Learning" into the process of enriching their knowledge about digital education.

2. It is necessary to increase the number of training providers and the quality of training by introducing remote technologies and improving the system of evaluating the results of distance education.

3. In order to improve the practice of financing through the digitization of educational processes, first of all, public-private partnership relations should be widely introduced into the system of implementation of scientific research based on state orders; secondly, it is necessary to introduce franchising in the practice of financing scientific researches; thirdly, it is necessary to introduce the practice of attracting foreign investors to finance research in higher education institutions by commercial banks.

4. In order to expand the scope of application of digital technologies to the digitization of education, first of all, it is necessary to use Internet technologies in coordination with traditional educational technologies; secondly, it is necessary to establish distance education based on asynchronous and synchronous network technologies; thirdly, it is necessary to support e-learning platforms using IT infrastructure and WIFI; fourth, it is necessary to deepen the processes of formation of digital educational skills using cloud technologies.

5. In order to provide interactivity on the basis of Internet technologies by organizing a distance education audience, in order to form practical skills, first of all, it is necessary to establish a comprehensive use of distance education technologies; secondly, it is necessary to evaluate the results of distance education according to the Bern model.

6. It is necessary to simplify and improve the effectiveness of the mechanisms for the implementation of scientific research carried out on the basis of state orders.

7. In order to improve the methodology of evaluating digitalization of educational institutions, it is necessary to form a group of indicators that will allow to evaluate the educational-methodical activity and scientific-research activity of the higher educational institution.

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