

FINANCING OF HIGHER EDUCATION AND EDUCATION

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In the process of financial management, with the help of a financial mechanism, it is achieved to provide economic entities with the necessary financial resources to carry out the main functions of their activities. The financial support mechanism is an integral process that should determine the procedure for carrying out this type of activity in the field of higher education.

The initial component of the financial mechanism is financial planning and forecasting. In the process of financial planning and forecasting, the volume of financial resources created in the state as a whole, the volume of resources accumulated and distributed through the budget system are determined.

Financial planning is a scientifically based process of determining the sources and directions of using financial resources in the state economy in order to ensure sustainable economic and social development.

The role and practical aspects of the structure and resources of the main boards of budgetary financing of educational institutions and the significance, the factors affecting it and the issues of their introduction have been studied by a number of economic scientists.

Also, a lot of theoretical scientific work has been done and definitions have been given on the impact of the sphere of financing educational institutions from the budget.

S.A. Belyakov believes that the adaptation of the education system is a relationship related to the payment of educational services provided to the student by the state (or another person) using this service, and not by the student himself or his family. In this case, the recipient of the service is the sponsor, and the recipient is the student.[4].

N.Y. Stesyunich argued that "in the financial system of any state, the state budget plays a priority role - a monetary fund used by the government to finance internal and external assets, with which the state influences economic processes in the country" [5].

I.V. Abankina and E.V. Savisaary argued that budgetary financing of educational institutions are a new economy or knowledge-based economy in the product structure of developing countries.[6].

They predicted that due to the financing of the education system, the share of GDP created in countries solely through intellectual labor will reach one third and will grow.

Nobel Prize in Economics - Dori G.S. In his theory, Becker proved that the implementation of both public and private investments in intellectual capital is an economic necessity[7].

He believed that investments in a social program focused on citizen education, health care and staffing were investments in the creation of new techno-logistics companies that could bring great profits only in the future.

From Uzbek academic economists A.Ummasova A.Vakhabova, financial economics is the monetary support of an entity's activities, carried out in several ways, including self-financing, budgeting-regardless of financing and

sponsorship () - a commune in France, located in the South-Pyrenees region. [8].

T.Malov and N. According to the Gaidarovs, "financing means the provision of budgetary and extra-budgetary funds to entities for the implementation of activities provided for in the plan. It is characterized by specific forms and methods of providing funds, and is based on certain principles. The field of education is characterized by a specific financial mechanism.

The object of financial planning is financial resources that are formed in the process of distribution and redistribution of GDP, resulting in various types of financial plans and forecasts. The purpose of financial planning is to provide activities with the necessary sources of financing. Financial planning combines the set goals in the form of specific financial indicators and defines the development goals set by the plan.

Expenditure planning should be carried out in accordance with the principles of objective necessity, complexity, scientific character, sufficiency, effectiveness and control over the use of received budgetary and extra-budgetary funds.

The main component of financing education according to the modern foreign model is co-financing of educational institutions by the state, private organizations, families, students themselves, sponsors, donors and charitable organizations. The sources of funding for higher education institutions vary from country to country, for example, in the United States, higher education institutions receive income from various sources, including huku - Mat, local governments, students (tuition fees) and individuals.

We see that in the United States there is also a lot of scientific and practical work on additional education funding. In particular, researchers Henry, Fortner and Thompson study the impact of additional funding on student academic achievement using the example of schools in North Carolina, USA. Researchers select the most unsatisfactory schools in the state and receive additional funding of \$250 per student and \$840 per academically retarded student as part of a 2-year supplemental funding program. Using multilevel models with regression continuity design and integrated control, the authors predict that the average positive impact of additional funds is 0.133 standard deviation units, and the impact on low-achieving students is 0.098 standard deviation units. It is reported that the positive impact accounts for about one-third of the difference between the average score in schools with high and low scores.

Another example is the mechanism put in place in California, USA, which demonstrates the importance of additional funding to prevent educational inequality in rich and poor areas. A new mechanism for financing education has been developed and

put into practice in the State of California. This particular legislation, known as The Local Control Funding Formula (LCFF), radically changes the way all local educational organizations (schools) in the state are funded, how results are evaluated, and the services and assistance they receive to help all students succeed. According to him, schools receive a basic grant (funding) from the state per unit of average daily attendance, which varies slightly depending on the level of education. At the same time, "with high needs" (have poverty, have disabilities, etc.) schools serving students receive additional funding in addition to the basic grant. Schools that do not have such "needy" students do not receive additional funding on a district-wide basis. This will have a great impact on reducing the educational disparity between poor and rich districts. Although there was a significant funding gap between the districts before the introduction of the LCFF system, it is known to have significantly decreased after this system.

To summarize, it can be said that it considers improving the quality and effectiveness of education in schools with additional information about processing for educational purposes. It is the type that determines the results and quality of learning that is the most important and convenient method of overcoming negativity. Since in many cases there may be local and special problems that determine the results and quality of education, solving these problems using a special rather than a general approach is effective and economical. The targeted receipt of funds for this activity is carried out in practice. But, given that this activity is of a long-term nature, a systematic development of the enterprise is required. To do this, it is important to develop and evaluate a unit that represents and illustrates local supplementary funding products (for example, these may be teacher replacement results, final exam results, national or international test results, admission to higher education, etc.).