

MANAGING THE CONCEPT OF KNOWLEDGE-BASED ECONOMY AND LIFELONG LEARNING IN THE CONTEXT OF GLOBALIZATION

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Received: 22.04.2020

Revised: 23.05.2020

Accepted: 20.06.2020

ABSTRACT: The article analyzes the views of scientists and experts on the creation, development, dissemination and application of modern knowledge and technologies, which are an important factor in the management of traditional factors of production (land, labor and capital) and the enrichment of human capital in an innovative economy. Based on the urgency of the problem, the need to move to the concept of "Lifelong learning" in all sectors and sectors of the economy in accordance with the requirements of applicable regulations and as a result of the analysis.

KEYWORDS: Human capital, Knowledge, Higher education, Highly qualified personnel, Lifelong learning, Quality of education, Knowledge-based economy, Innovative development.

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I. INTRODUCTION

Relevance and necessity of the topic. In the era of globalization, a knowledge-based economy is emerging in the world. Knowledge is an economic resource and capitalization is one of the necessary economic processes. However, knowledge and technology manage and coordinate the activities of traditional factors of production in the context of globalization and the digital economy. Accordingly, as a result of cooperation between higher education, science and industrial practice, one of the most important tasks facing our state is to train highly educated, intellectually capable, responsible and competitive highly qualified personnel and direct them to the service of social development. In this regard, President Mirziyoyev Sh.M said: "As we aim to turn Uzbekistan into a developed country, we can achieve this only through accelerated reforms, science and innovation. To do this, first of all, we need to nurture a new generation of knowledgeable and qualified personnel who will emerge as enterprising reformers, think strategically. That is why we have started to reform all levels of education, from kindergarten to university. In order to raise the level of knowledge not only of young people, but also of all members of our society, first of all, we need knowledge and high spirituality. Where there is no knowledge, there will be backwardness, ignorance and, of course, misguidance. As the sages of the East say, "The greatest wealth is intelligence and knowledge, the greatest inheritance is good upbringing, and the greatest poverty is ignorance!" Therefore, for all of us, the acquisition of modern knowledge, true enlightenment and high culture must become a constant vital need "[1]. In the words of the head of state, the acquisition of modern knowledge, true enlightenment and high culture should become a constant vital need for all of us, so it is unreasonable to solve this task with the knowledge and skills of our future generation. This, in turn, requires a transition from the concept of lifelong learning to the concept of lifelong learning. The essence of this concept is that every specialist who serves the development of society, regardless of age, social background, education, specialty and position should regularly works on himself, improves his skills, learns and implements modern knowledge and technologies in his work.

The First President of Uzbekistan Karimov I.A. said about education throughout his life: "First of all, it is necessary to strive for knowledge, and secondly, to learn from others without hesitation. ... Man learns as long as he lives. He who walks without regard for others, that I know all things, will never be one or two "[2: p 248]. Thus, in today's era of globalization and innovative economy, the world is undergoing rapid reforms in many sectors and industries, the capabilities of the traditional education system are limited, the population for various reasons can not use higher education in a timely manner, according to the requirements of the time, increase (decrease) of relevance of professions, positions and levels, increase (decrease) of demand for corresponding

knowledge, training, skills, experience and qualifications of higher and highly qualified personnel, managers and specialists in the field of lifelong learning of modern knowledge and technologies there is a growing need to use them.

II. LITERATURE REVIEW

Government officials, scientists and researchers are dealing with knowledge-based economics, knowledge-based management of higher education and production practices. In particular, Aripov A.N., Iminov T.K. "... knowledge is becoming an important factor of social production. ... Today, the difference between less developed countries and developed countries is primarily determined by the lack of knowledge and new technologies, and the lack of capital remains secondary "[3: p. 11-12], Gulyamov S., Begalov B. The basis of the knowledge economy is education. ... In general, the globalization of the education system in the 21st century requires the widespread use of information and communication technologies and remains a key factor in ensuring the quality of education "[4:75 p.], According to Shodiev T.Sh., "Recognition of intellectual knowledge as one of the key factors of economic growth requires a reconsideration of the problem of resource scarcity and not recognizing the limitations of GDP expansion. Knowledge is a source of new innovations and production efficiency, technological development is a source of international competitiveness, human and physical capital. Indeed, current globalization processes are taking place as a result of the country's economy becoming a knowledge-based economy, where knowledge and technology serve as the "heart" and "mind" of global change "[5:21 p.], V.A. Sadovnichy's statement that "not everything in education can be included in market principles, so education is a payment-oriented service, knowledge is a product, and the student is a buyer" [6] shows the importance of knowledge and technology in any society. Also on the knowledge economy, education, and their impact on human capital, According to Kayumova N.O., when knowledge is transmitted, disseminated and used, it increases, and conversely, if knowledge is not used, it decreases and disappears. In this way, the more they are used, the less they are depreciated and become obsolete "[7: p 324-326], Sh.Dj. Ergashxodjaeva, D.Sh. Nishanov said, "A knowledge-based economy requires the establishment of an education system that covers all segments of the population. ... Indeed, education is a fundamental factor in the development of a knowledge-based economy "[p. 8: 197].

At the present time there is a need to create new knowledge. On this issue, A.L. Pastukhov concluded that "knowledge management in university complexes is the basis for the growth of intellectual capital of educational institutions and the development of secondary and higher professional education" [9: p.348]. At a conference organized by UNESCO in Japan, it was stated that "in the age of globalization, the traditional 'one life for one job' approach can be considered obsolete today because it no longer meets the demands of a fast-growing industry." Because, according to the research of scientists, the development of education and human capital should take place not only in the framework of formal education, but throughout life. The life cycle of knowledge in the present period is very short. If in the Middle Ages technology was updated once in a hundred years, then this period was reduced to 50-20 years, and now the life cycle of knowledge is not more than 3-5 years, while in other high-tech fields it is even less. Therefore, the knowledge of a student entering university today may become obsolete until he or she graduates. This leads to the thesis of the relevance of the system of continuing education and regular training, which confirms the UN motto "lifelong education(during whole life), not lifelong learning" [11], should be a sociocultural institution. "It is necessary to create an education system and its institutions that will ensure the transition from the principle of "Lifelong learning" to the principle of "lifelong education"[12].

These comments of scientists further complement and enrich our view that the individual, customers, society and the state are interested in improving the quality and efficiency of the educational process. According to Gojenko K.N, "In a post-industrial society, neither capital, nor land, nor labor can provide real control over production and resources. ... Knowledge dominates the traditional factors of production (land, labor, and capital) that do not disappear but become other factors "; "In a knowledge economy, production is based on knowledge, not labor "[13: p.25-26], Chernous T.F. According to, "accordingly, if the main factor limiting production in an agrarian society is land, in an industrial society - capital, then knowledge will be such a factor in the information society" [14: p.32], the role of the knowledge economy in our society and increases the relevance of their implementation in practice. Indeed, it must be acknowledged that knowledge is becoming a key factor in production along with natural resources, labor and capital, because in any society the task of real coordinating and controlling production and resources can only be performed by highly qualified personnel with modern knowledge and technology.

Modern knowledge and professional experience in the system of continuing education, especially in higher education, is a guarantee for highly qualified personnel to find their place in society, to pursue a clear goal, to contribute to the development of our country, to make wise and fair decisions and to develop initiative.

Decree of the President of the Republic of Uzbekistan No. 5544 sets out the following main goals and objectives of the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021: to make the Republic of Uzbekistan one of the 50 leading countries in the world by 2030; improving the quality and coverage of education at all levels, developing a system of continuing education, ensuring the flexibility of the training system to the needs of the economy. Objectives of improving the education system and human capital development: the establishment of foresight centers in leading higher education institutions as a separate link in the system of forecasting the development of innovative activities in order to develop proposals for industry and regional economic scenarios. Ensuring scientific and technological forecasting of the internal and external environment of the higher education institution, the development of their technological and innovative environment and priority innovation areas; development and implementation of a national system for assessing the quality of education and its impact on the level of innovative development of the country on the basis of systematic monitoring of the results of the educational process at the regional and national levels; further improving the quality of teaching in educational institutions (organization of electronic modules and the introduction of distance learning) through the introduction of new educational programs, modern pedagogical technologies and smart technologies in the educational process [15].

In the era of globalization, knowledge is a factor in meeting the needs of the individual, and its basis is education, that is, they are created, developed and improved by scientists and professionals in the post-graduate stage of the system of continuing education. At other stages of education, knowledge is disseminated, studied, used, transmitted, multiplied, reinforced, and so on. If knowledge is not used, they will diminish and disappear on their own. Accordingly, we consider it expedient to use them effectively, to strengthen, multiply and distribute them.

Therefore, in order for each person to fully meet the necessary and important needs throughout his life, it is necessary not only for him to be talented, knowledgeable and responsible, but also to have a higher education and a profession (specialty).

If we observe the processes of development of society, when all the necessary daily needs of the citizen are met, he has a feeling of getting a higher education and finding his place(status) in society. After all, if the level of education of citizens is high, ample opportunities will be created for the socio-economic development of our country. The level of development of a society is not only measured by the strength and economic potential of any country, but also by the fact that this power and potential serves the well-being of the population.

It should be noted that knowledge focused on the production of goods and services increases the value of the product in the production process. Accordingly, the nature of capital is also changing, that is, it was first physical (material) capital, then it became commodity capital, financial capital, human capital, and now intellectual capital. In recent years, human capital, human potential, human factor, human resources, intellectual property, labor potential, human development, knowledge economy, "lifelong education", professional competence, professional variability and their impact on the development of society, especially higher education many scientists have conducted scientific research and are still engaged in it today.

It is a fact that workers and employees with the necessary level of economic knowledge, skills and professional qualifications do not require proof that they make a sufficient contribution to the growth of gross national product and national income in production practice. However, if the integration of higher education and industry is effectively managed, intelligent, knowledgeable, experienced, spiritual and competitive highly qualified personnel will find a worthy place in society, rise to a higher social class and category, high-paying positions, high prestige and respect. the more opportunities they have, the easier it will be for them to adapt to the profession, gain experience and skills. In this regard, Rakhimova D.N., Mustafoev F.M. "For any human resource plan to be effective, it must be based on the organization's long-term plans" [16: p.178]. So, the human factor is one of the key factors in the development of the country, the development and renewal of our society. According to Tashpulatova L., in the Report on Human Development (2010, 2011, 2013) Uzbekistan's rating is calculated taking into account the GTI (Gender Inequality Index, Uzbekistan indicator 0.225), while the country's HDI (Human Development Index) is high among 146 countries (37th. place) would have an HDI level of level [17: p.280]. Suyunov Sh. is right when he says that "Human resources have a set of qualities that no other resource has, that is, the ability to coordinate, integrate, make decisions and predict the outcome" [p. 18:85], because the human factor is an important economic resource in the example of any enterprise, that is the planner, the organizer, the executor, the coordinator, the mobilizer, the controller, the motivator, in short, the manager. So, if we say that the human factor has unlimited boundaries, it serves to continuously develop itself and society.

Therefore, in the context of integration of knowledge management, including higher education, science and industry, it is expedient to consider the enterprise as an important tool of socio-economic development at the present time, as well as a form of human capital development.

The urgency of the issue is that the 4th goal of the national goals and objectives in the field of sustainable development until 2030, set out in Resolution 841 of the Cabinet of Ministers of the Republic of Uzbekistan [19], is to "provide comprehensive and fair quality education and promote lifelong learning." indicates high.

Rakhimov B.H., Mazhidov I.U. thought on the analyzed issue: "The idea of lifelong learning involves the implementation of the concept of "lifelong education", which brings a positive attitude to learning, a firm belief in its practical purpose and the need for self-sufficiency". [20: p.42]. Alimov R., Bayxanov B. consider that "... the development of civilization is associated not only with an increase in human well-being, but also with significant changes in the social, intellectual, and spiritual spheres" [p. 21:95]. This is because the development of education and human capital must take place not only in formal education, but throughout life.

At present, the life cycle of knowledge is very short. If in the Middle Ages, knowledge and technology were renewed once in a hundred years, then this period was reduced to 20-50 years, and now the life cycle of new knowledge and technology is no more than 3-5 years, while in the digital economy and other high-tech industries. Therefore, it is natural that the knowledge of a student entering a higher education institution today will become obsolete and lose its value by the time he finishes his studies. This leads to the thesis of the need for a system of continuous education and continuous training, which confirms the UN motto "not lifelong learning, but lifelong learning." This thesis was proved in the doctoral dissertation of Zhankaziev A.H. and in the articles of scientists, that is, the researcher identified important features of the knowledge economy as a new socio-economic system. -339]; "A few decades ago, the formal process of education would have ended for most people with a higher education diploma. Nowadays, getting a university degree is just one of the steps in a lifelong learning process "[23: p.114].

III.RESEARCH METHODOLOGY

If knowledge is created, used, processed, tested, improved, disseminated and transmitted in a continuous manner, they will not decrease, deteriorate or disappear, because they change from one type to another and benefit from them. The more content, form, and volume of knowledge is used, the more it increases its value. However, the concept of "lifelong education", adopted in 1996 by the Ministry of Education of the Organization for Economic Co-operation and Development (OECD), states that "education is valued throughout life, in any place, in any situation, at any time and in any context". Provides an opportunity to study and acquire knowledge, skills and abilities in accordance with the concept. The content of the concept of "lifelong education" is lifelong learning (preschool, school, extracurricular, secondary special vocational, independent, distance, higher and postgraduate education, adaptation period and on-the-job training, regular and extracurricular attestation, training in the second higher education, professional development, professional (pedagogical) retraining, etc.) during various formal and informal structures of education and training, mastering, knowledge (skills, training, skills, experience) , storage, augmentation, processing and transmission [24]. Figure 1 shows the strategy for the acquisition of knowledge by highly qualified personnel, the level of management of knowledge, the form of presentation, content, methods of admission in accordance with the subject and objects.

IV.SUGGESTIONS ON ANALYSIS AND RESULTS

Around the world, including in our country, globalization, innovation, digital and market economy, the short-term loss of value of acquired knowledge and the need to increase the effectiveness of the training of highly qualified and competitive personnel in HEIs(Higher education institution) in the era of rapid information exchange. It is objectively necessary and expedient to move from the concept of "lifelong education", that is, from one higher education to the concept of "lifelong learning" and to follow its rules.

In the concept of "lifelong learning", firstly, in the context of globalization, modernity, digital and market economy, there is a reduction, change, obsolescence of highly qualified personnel, the principle of "remembering" personnel, and secondly, education is only a specialty. (specialist, leader) is often limited to the knowledge of their field (Table 1). The implementation of the concept of "lifelong learning" will lead to the following social benefits in terms of increasing the number of highly educated people in society: first, at the beginning of the 2018-2019 academic year, bachelor's degree programs will be full-time.

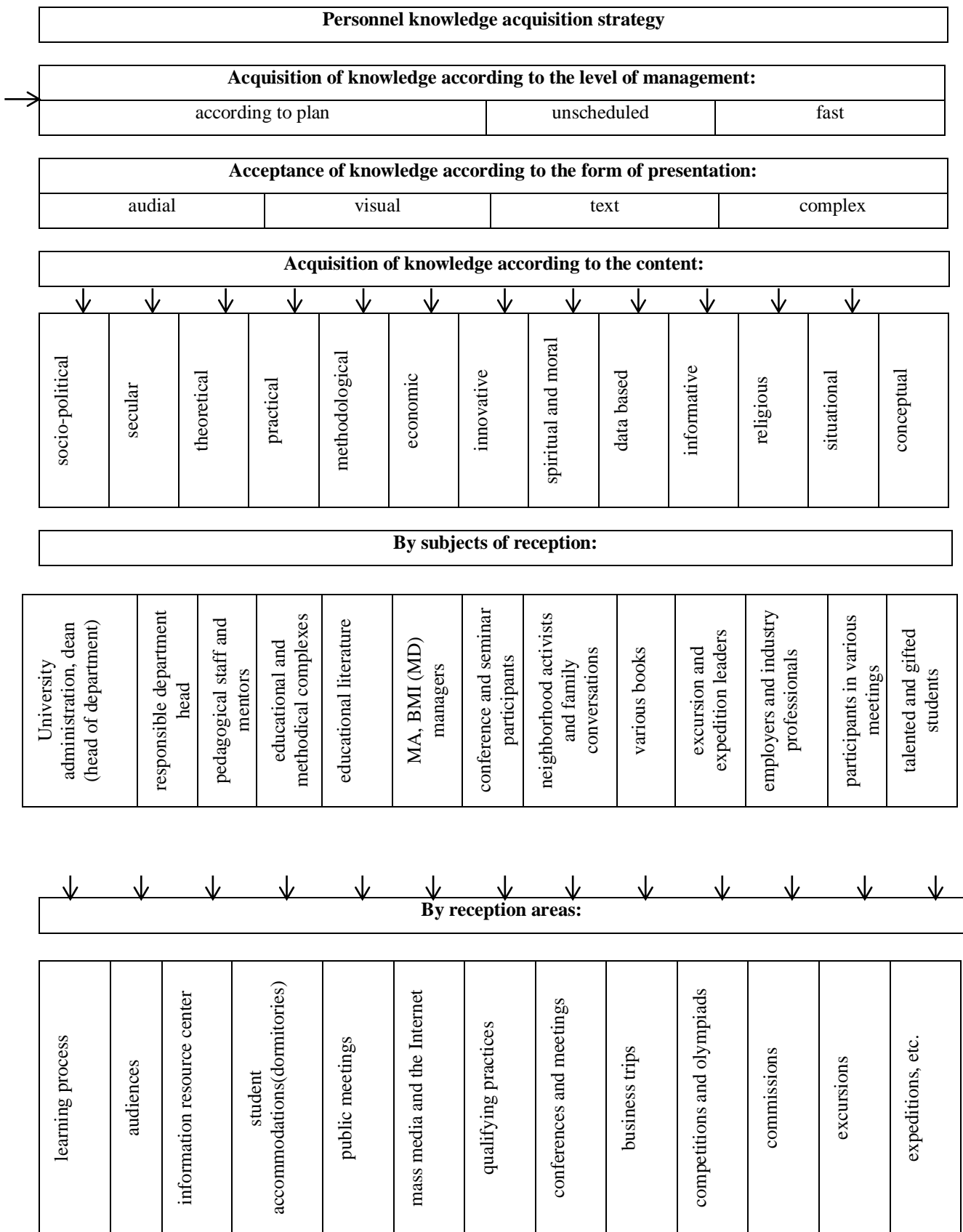


Figure 1: Knowledge Acquisition Strategy of Highly Qualified Personnel¹

In accordance with the objectives of the Strategy of Action, starting from the 2017-2018 academic year, in connection with the gradual increase of admission quotas in ATMs, bachelors will increase the number of admission to HEIs after four years, from 2020-2021 academic year. If in all Higher education institutions of the country (or experimentally in the bachelor's degree program in "Social Sciences, Business and Law") the study period is set at three years, according to the new procedure, at the end of each academic year there are only 100-150 thousand bachelors. may start working in enterprises and organizations to serve the society as personnel.

This proposal will not affect the admission quota and the number of graduates, the number of professors and teaching assistants in Higher education institutions will not be reduced, only the activities of faculties with a small number of students can be coordinated; secondly, the use of interactive, accelerated information and communication and pedagogical technologies in the educational process, the development and certification of graduates through the online system once every three months for a month, non-repetition of the disciplines taught at the advanced stages and the teaching of new modern disciplines in their place; thirdly, in exchange for the development of the concept of "education of enterprises and organizations "knowledge" "does not become obsolete", is updated, created and disseminated; the level of provision of the necessary specialists will be accelerated by a quarter (25%), ie one year; fourth, the contribution of community members to GDP will increase; fifth, throughout life; sixth, the period of students' participation in higher education and qualification internships (the period of time required to attend a university in one academic year, taking into account the cost of transportation and meals) will be reduced by one year;

Table 1: Comparative Analysis of the Features of the Concepts of “Lifelong Learning” and “Lifelong Education (during whole life)”¹

The main aspects of the concept of "lifelong learning"	The main aspects of the concept of "lifelong education(during whole life)"
The purpose of education is to provide students with knowledge and skills, to prepare them for life	The purpose of education is to ensure and develop the student's personal well-being, to teach him to serve the community
The purpose of the student is to learn in their field and utilize this knowledge for life	The purpose of the student is to develop himself as a person, to master the innovations of his profession and related fields during his career
goal-oriented learning: a predetermined goal is followed	person-centered learning: the student can set their own goals and choose ways to achieve them
the subject and teacher are predetermined in the learning process	the student has the right to choose subjects and teachers in the learning process
knowledge and technology become obsolete, the principle of “remembering” knowledge during the reading period occurs	knowledge and technology are created, collected, stored, assimilated, updated, used and disseminated
subjects are taught in the traditional way (lectures, practical classes)	subjects are taught on the basis of modern ICT, brochures, workbooks, syllabi, online system and other pedagogical technologies
there is a practice of personnel certification	once every three years, graduates will have the opportunity to improve their skills and conduct certification through the online system
the main priority in the enterprise is labor and capital	the main priority in the enterprise is given to intellectual capital
jobs become spiritually obsolete, reduced, or changed	opportunities for modern jobs is created

¹Developed by the author based on research

²Based on research by the author

seventh, due to the shortage of auditorium, universities working in two shifts work in one shift, because of renting vacant classrooms on mutually beneficial terms (tutoring, clubs, vocational training, advanced training courses, etc.) opportunities to transfer extra-budgetary funds to the number will be expanded, and so on.

V. IMPLEMENTATION OF THE SCIENTIFIC PROPOSAL IN PRACTICE

The implementation of this proposal will reduce the duration of undergraduate education in higher education institutions by one year, resulting in the following economic benefits:

- a) If 20 thousand students of higher educational institutions studying on the basis of state grants and 60 thousand students studying on the basis of contracts are deducted 9.0 million soums on average for each academic year, according to our proposals, Sdg = 180.0 billion soums due to the absence of the fourth year of study. Soums will be saved from the state budget and Sk = 540.0 billion soums from legal entities and individuals;
- b) If we take into account that currently there are 28,000 teachers and 18,000 teaching assistants in higher education institutions of the country, then the deducted costs will be 25%, namely, the savings from the monthly salaries of teachers Spx = 294.0 billion soums. , annual unpaid monthly salaries of teaching assistants Sykh = 51.3 billion soums;
- c) If we multiply the cost of fixed costs, procurement, training, research, production and repair costs in one academic year by the number of higher education institutions, a large amount of economic efficiency will result, and the savings will serve to modernize and develop the higher education system;
- d) The savings of legal entities allow to develop enterprises and train more personnel on the basis of contracts in higher education institutions, and the saved funds of individuals can be directed to entrepreneurship or other useful activities, etc.

VI. CONCLUSION

We agree with the above scholars and based on experience, the transition from the model of education to students, trainees and listeners in the process of continuing education in higher education and beyond, to increase the efficiency of model management, this knowledge should serve to ensure the prospects of highly qualified personnel we think. Indeed, the knowledge acquired in general secondary and secondary special education institutions of continuing education and consolidated in higher education institutions provides a basis for highly qualified personnel to create modern knowledge in the future or to quickly understand and apply new knowledge in their work.

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