

Approach To The Mental Labor In Terms Of Economics And Medicine

Komil Rabbimovich Khotamov

Doctor of Economics, Professor, Tashkent Institute of Finance, Tashkent, Uzbekistan

Abstract: *This article is devoted to the study of certain issues related to working hours and resting time. In addition, based on the advanced international experience it contains several considerations of how working hours and resting time affect working performance. The article reflects the results of studies and observations on the cost-effectiveness of education, as well as effective and targeted use of expenditures in terms of current pandemic conditions. In addition, the article presents the conclusions developed on improving targeted use of funds allocated to science, their contribution to the development of science, increase in the number of scholars, as well as the efficiency of funds.*

Key words: *working hours, resting time, educational institution, medical establishment, expenditures allocated for education, cost-effectiveness, distance learning, efficiency of the funds spent.*

1. INTRODUCTION

As a result of the ongoing reforms in the field of education in the country, systematic measures have been implemented at all stages of education. Preschool education, school education, secondary special vocational education, higher education, post-graduate education, professional development and retraining can be considered as properly established, systematic and efficient. If we observe the whole process of current education, the activity of a person throughout his life from the time of his first education is directly related to the education process.

The Decree of the President of the Republic of Uzbekistan № 5847 “On approving the Concept for the Development of the higher education system of the Republic of Uzbekistan until 2030” as of October 8, 2019 has determined such urgent tasks as “raising the share of self-study of students in the overall academic loading, enhancing the interest of students for self-study, developing critical and creative thinking, as well as systematic analytical skills, developing entrepreneurship skills, introduction of the teaching technique aimed at enhancing professional competencies of students, targeting the educational process to the development of practical skills, and in this regard, introducing advanced teaching technique, academic curricula, educational aids and teaching and learning support kits based on the advanced foreign experience in the educational process”. With the aim of accomplishing these tasks and arranging qualitative education of students, in this article we investigate time distribution of educators and students, as well as their impact on the education efficiency with the account of academic classes of students and working hours of the faculty staff.

In different periods of the society development, the issues of working hours and resting time of employees, their accounting, setting appropriate standards for working hours have always been very topical and represented the core for discussions. It should be noted, that almost in all countries the challenges of creating favourable conditions for the employees in terms of their working hours and resting time are considered to be of a high priority. Before studying the main concept of this article, we will learn about the situation with working hours and resting time in foreign countries. These data have been obtained from uzjobs.uz web-site.

In the majority of countries throughout the world weekly working hours constitute 40 hours on average, and standard daily working hours account for 8 hours. Thus it is obvious that in the majority of countries people work 5 days a week. Saturday and Sunday are basically considered week-ends (days-off), however, this situation may be different in some countries. For example, in some Muslim countries, such as Algeria and Saudi Arabia a working week lasts from Saturday to Wednesday. However, Iran experiences 6-day working week, which lasts from Saturday to Thursday. In the United Arabian Emirates, Syria, Iraq and Egypt the working week lasts from Sunday to Thursday.

According to article 129 of the Labour Code of the republic of Uzbekistan, Sunday is determined as a common day-off. Under 5-day working week an employee has two days-off, and under 6-day working week an employee has just one day-off. The right to determine either 5-day working week or 6-day working week belongs to the power of the company (agency) (Code, 2019).

In general, each country has its own right to determine working days and days-off.

In France working week lasts from Monday to Saturday and the number of working hours constitutes 35 hours. In Denmark a number of working hours per week constitutes 37,5 hours, and public officials are granted a number of incentives in terms of working hours and daily 30-minute time-break is referred to the working hours. In Great Britain a number of working hours constitutes either 35 or 40 hours. In general, in the USA and majority of European countries companies and enterprises basically operate under 5-day working week (uzjobs.uz). Working hours in the Republic of Uzbekistan comply with the requirements of Convention C047 (Forty Hour Week Convention) of the International Labour Organization. Our republic joined this convention on May 6, 1995. According to article 115 of the Labour Code of the Republic of Uzbekistan, a number of working hours in a regular working week must not exceed 40 (Convention).

Currently, as a result of inadequate understanding of the labour legislation, there are many challenges in accounting working time of employees who work in two and more places.

The introduction of high pedagogical technologies and international standards in the educational process is one of the top-priority issues, which primary goal is directly improve the quality of education. Significant work is being currently done in the education system of the country and appropriate results are being achieved.

However, as a result of the introduction of high and advanced foreign educational technology, international standards and other similar innovations into the system, or rather our inability to adapt to them, we challenge the problems in the education system that negatively affect the quality of education and result in inappropriate use of funds allocated for the education.

2. RESEARCH METHODOLOGY

Such research methods as observation, interview, questionnaire, have been widely used in the research. Educational institutions have been selected as the object of the research and further we provide proposals and recommendations within this framework.

3. ANALYSIS AND RESULTS

According to article 118 of the Labour Code of the Republic of Uzbekistan, a number of working hours per week should not exceed 36 hours for employees of medical establishments and teachers, and the government of the Republic of Uzbekistan determines the list of these establishments and exact terms of the (Code, 2019).

The Resolution of the Cabinet of Ministers №133 “A list of employees with a special nature of labour who are assigned a shorter working hours” as of March 11, 1997, which annex 4 directly specifies the issues of the faculty staff, the professors and lecturers of higher educational institutions are assigned 36-hour working week (Resolution, 1997).

To continue scientific investigation of the problem specified above, we research some issues related to the accounting of working hours of educational institutions. It should be noted that the main problem in the education institutions and medical establishments is ambiguous interpretation of the current labour legislation.

The study we have conducted illustrates, that in some establishments a working week lasts for 6 days with 6 working hours per day. However, in other establishments a working week lasts for 5 days with 8 working hours per day. Some establishments with 6-day working week organize their performance in the following way: 5 days by 7 working hours a day and 5 working hours on Saturday. The total number of working hours accounts for 40 working hours per week.

In addition, when accounting working hours in educational institutions and medical establishments, we can challenge some errors in terms of normative and legal aspects. According to the research results, having studied several cases we try to understand the main essence.

For example, a physician working in the medical establishment, who is a Doctor of Medical Sciences and Professor, in addition to his full-time job place, on the part-time basis works at the medical educational institution. At his full-time job-place a working week for this employee is fixed as 6-day working week with 6 working hours per day. As his part-time job place is also an educational institution, in compliance with article 118 of the Labour Code of the Republic of Uzbekistan, his working hours according to 0,25 part-time work constitute 9 hours (36/4). In this regard, in the timesheet of the medical educational institution he is recorded 1,5 hours a day. However, 6 hours are recorded in his worksheet at his full-time job place. In general, total working hours of this employee are not accurately recorded according to this procedure. On the other hand, this fact illustrates incorrect organization of recording working time.

In addition, if this professor delivers 6 academic hours of classes (lectures) on Saturday, he has to fill in the group attendance journal and deal with other internal documents. However, 6 academic hours of classes (lectures) of this professor are recorded as 1,5 working hours in the worksheet.

The same situation is observed in the majority of educational institutions, where the working hours of employees, working on 0,5 part-time basis, are recorded as 3 hours every day.

In reliance upon the data provided above, there is arisen the question, how can a physician working on 2,5 part-time basis go to the educational institution and deliver a lecture or which professor can go to the medical establishment (medical centre to work for 1,5 hours a day to execute his academic loading?

Therefore, with the aim of preventing such cases, creating favourable conditions for the employees, efficient use of their potential, ensuring accurate accounting of employees, article 123 of the Labour Code of the Republic of Uzbekistan states that a summarized accounting of working hours may be introduced at an enterprise, provided that the working hours for the accounting period do not exceed the normal number of working hours. This rule is applicable to the educational institutions and medical establishments as well. In this case, the accounting period should not be more than one year, and the duration of daily work (shift) over twelve hours. However, in practice this standard is not implemented at all. If a professor of a medical institution, besides his main work place, works for educational institutions (a higher educational institution, a college, an academic lyceum and etc.) on 0,25 part-time basis, it is considered that he attends each of them on a daily basis. Moreover, 6 working hours are recorded in the worksheet by the full-time job-place, and 1,5 working hours are recorded in the worksheet of two part-time jobs.

As all literary sources which we have studied, present similar views and approaches, we don't find appropriate to make references to the scientific papers of other scholars. To be more precise, the working hours of the faculty staff must not exceed 36 hours per week, and besides delivering classes according to the approved time-table, established by the academic schedule and curricula. The rest of the academic working load can be executed outside an educational institution as well. This should be indicated in internal documents of educational institutions.

Another challenge of the educational institutions, which is also related to the problems, specified above, is the hours spent on classes (lesson hours). As we have mentioned above, the working hours of the majority of employees in our republic constitutes 40 hours per week, and the number of working hours of the teaching staff of the educational establishments and employees of the medical institutions accounts for 36 hours. These weekly hours have been determined on the basis of numerous researches and studies and are used in the majority of countries throughout the world.

Moreover, we propose to introduce reduced working hours to the faculty staff in the education system and some categories of employees of medical establishments. As we all know, the employees of these spheres do not perform their main job all day long. Due to the mental tension, they should do some additional work or relax while doing some basic work. Otherwise, it will make a negative impact on the quality of work and work efficiency performance the next day.

With the aim of getting a clear overview, we compare the working hours of the bank employees and employees of the medical establishments. A bank employee who works 8 hours a day may make transactions, do accounts, work with customers nonstop all day long. However, if the faculty staff at the educational institutions deliver lectures nonstop within 6 hours, this will reduce the quality of the lesson, efficiency of the teacher's performance and

make a negative impact on the process of acquiring knowledge by students. The reason for this is that working hours of the faculty staff involves not only just delivering classes, but also preparation for classes, checking home assignments, working this the dissertation, dealing with scientific developments and moral education activities. In addition, the faculty staff deals with research, scientific-methodological, organizational and moral education activities and it is impossible to account all these activities.

We have already given our opinion on the wrong distribution of teachers' working hours and their impact on the educational process. However, the situation with the students deserves proper consideration as well.

The study illustrates that frequent weekly classes at educational institutions also make negative impact on students' knowledge quality. For example, weekly working hours for students under 16-18 years (students of colleges, academic lyceums, etc.) have been reduced. However, students of colleges have 36-40 academic classes on average per week.

In accordance with labour legislation, employees work 40 hours per week that is 1/3 of a day. Herewith the question arises, if students spend half of their working hours on doing home assignments, self-study and follow-up activities (however, in reality the situation should be reverse, and 1,5-2 hours of self study should correspond to 1 class at the educational institution), in this case "working hours" of a student of a college or a higher educational institution constitutes 60 hours. Definitely, these calculations do not prove themselves. However, when at educational institutions we transform 40 hours (consisting of 40-45 minutes) into hours of 60 minutes, this indicator will account for 30 hours ($40 \cdot 45 / 60$). This means that a student spends about 45-50 hours per week on learning, reading and repeating the study material. This means that a student who has 6 to 8 hours of classes per day gets tired enough. During the day, they have no wish for work at home and self-study, and this makes a negative impact on the quality education.

The next issue studied by us is directly related to the efficiency and effectiveness of these education costs.

First of all, if we talk about some of the organizational problems that hinder educators in the education system, scholars and experts have repeatedly discussed and expressed their views on this issue. In particular, Saifnazarov (2019) in his article devoted to the analysis of the activities of teachers thinks that the violation of normative requirements causes many things, and relatively assesses the impact of the violation of norms between students and teachers on the quality of education, stating "as a result of present-day rating system and teaching loads, excessive paperwork, reporting, a teacher does not have time for extra work because he/she does not have time to organize academic discussions, to study the material in depth and to encourage the development of tolerance in a collaborative situation in the field of education". In addition, the author notes that the research activities carried out by world scholars on the qualities of the teacher, based on the controversial views, are aimed at the positive impact of teaching qualities recognized by all scholars as education and upbringing (Saifnazarov, 2019).

From the views expressed by the author, it is not difficult to see that current rating system is sharply opposed to paperwork and various types of reports. It is obvious, that in recent years, the issues in the education system that deviate from education and upbringing seem to have

been somewhat regulated. However, the author's views have not yet completely lost their relevance.

If we refer the author's opinion to our research, so far, instead of facilitating the work of teachers and creating conditions for them to perform their basic activities, teachers are made busy with various "loads" that are not specific to their activities. In this regard, relevant recommendations have been developed to improve the situation and to reduce the scope of this additional "loading". However, as long as this process continues, such a process should be treated as a process involving the misuse of funds allocated by the budget for education.

In addition, our President and contemporary leaders in the ministries of education express their views on teachers' involvement in excessive reporting, as well as sharp criticism. The leaders of the government also support the idea of reducing excessive burden, if it does not contribute to the education and science.

However, in the majority of cases, paperwork in education, inefficient organization of working time, works completed not for outcome result in the misuse of funds.

The pandemic has resulted in a large number of negative consequences, including socio-economic losses, but as a result of effectively organized education, the quality of education has improved and costs have been reduced because under these conditions:

First, due to the reduction in the number of trips to and from school, the time to study has increased, while transportation, lunch and other similar daily expenses have decreased.

Second, the daily consumption of electricity, stationery, cleaning, maintenance, depreciation (if the production method is used) and other costs in educational institutions have been reduced.

With the aim of ensuring efficiency of the funds spent, as a result of the COVID-19 coronavirus pandemic which has spread throughout the world, the education process has been digitalized and in due time arranged in the distant learning form, which, in turn, has resulted in the decrease of expenses made on education both for teachers and learners.

However, in this process, only educators who have provided adequate quality and conditions to the education process and possess relevant experience, have achieved certain outcomes. Adequate conditions include modern video programs for the educational process, i.e. auditoriums, computers and other video-audio recording techniques designed for recording lectures, equipped with high-quality, sophisticated equipment because it is difficult to organize distance and effective education without these facilities.

Therefore, in our opinion, timely spending on education has enabled to improve the quality of education by reducing the cost of education in some countries in current pandemic conditions, but also to generate additional funds by organizing distance learning courses with a very large audience.

However, while the organization of distance learning on the basis of high technology results in a certain reduction in the cost of education, this is not always the right way. That is, this system cannot be applied at all stages of education. Therefore, it is advisable to combine distance learning with regular (classroom) learning.

As we can see from the situation during the quarantine period introduced due to the coronavirus pandemic, transition from traditional, in-class to distance education after the announcement of quarantine constituted 2-3 weeks, i.e. 2 weeks in public education, 3 weeks in higher education system. The existence of some technical and Internet problems in the

field, the fact that some students have not been involved in the educational process at the same, time has shown that our system is not entirely ready for the transition to distance learning.

During the pandemic, as it has been revealed from the conversations with the faculty staff and researchers, as well as it has been evidenced from the personal observations, the interest in science and research has intensified. Various articles, manuals, educational aids have been actively published. The reason for this, is, definitely, absence of so-called “load” which we have already mentioned in our article.

In one of our previous studies, we commented on the legal and practical shortcomings of accounting for working time in educational institutions, and we have provided proposals on the need to summarize working time in educational institutions, and with the aim of improving the quality of classes, arrange the working time of the professors and teachers more efficiently (Khotamov, 2020). In this article, we make attempts to explain in simple terms on what exactly the funds allocated for education are spent on education, as well as why it is spent on science instead of making money thereof.

In the developed countries of the world, the expenditures on science are used for their intended purpose and contribute to the development of all areas. According to the data, 55-60 percent of the country’s development is related to science. Therefore, they will continue to develop due to the fact that they use less raw materials, produce scientific value, high value-added products, spend less time, make long-term strategic decisions, and generally work to achieve certain outcomes.

Over the years in the republic science has been ranked the worst, and monthly income of scholars and researchers was lower than the average monthly salary. Speaking about the financial condition of scholars, A. Mirzaev mentioned that “...science has become a hobby and the main problem of scientists has been to feed the family. Even scientists move even move towards the work for a living, where they can earn good money”.

However, in recent years, the monthly salaries of professors, teachers and scientists have increased significantly. Nowadays our professors earn around 1 000 USD a month, including extra pay. This is definitely a pleasant fact.

In addition, the salaries of PhD and researchers are constantly rising. Since the meeting and conversation of the President on December 30, 2016 with scientists and academics, scientists are on the major focus of interest of the President.

At present the difference between the monthly salary of a professor and an ordinary teacher constitutes at least 1.5 times, and the difference is slightly less than 3 times, if to take into consideration that teachers without an academic degree do not have the opportunity to receive additional pay. As of May 1, 2020, the basic monthly salary of a full-time professor with a doctorate degree in the regular staff of higher education institutions constitutes 7185585 UZS, while the basic monthly salary of a teacher (assistant) without a full-time degree in the same department accounts for 4058884.5 UZS. This means that the difference between the monthly salary of a teacher and a professor with an academic degree amounts to 1.8 times.

Well, that’s a little less than twice the difference why the state gives it to a professor and for what purpose. The monthly salary of a young scientist, doctor of science with 20-30 years of experience differs 2-3 times compared to the salary of a teacher with high pedagogical skills. We all understand why this salary is paid, the difference is paid for science. However, there

arises the reasonable question: whether we actually pay this difference (amount) for science, or by paying the difference intended for science we just create something new in the minimal level, and then, neglecting research activities, we become involved in the business, which has nothing to do with the science and research.

In addition, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan № 1030 dated December 24, 2019 sets payment of salary increment of up to 60 percent to the Doctor of Science and salary increment of up to 30 percent to the Candidate of Science (PhD), which, in turn, raises the expenses on the science and research and accurate allocation of funds will result in adequate return.

In our opinion, it is required to create conditions for our researchers, candidates of sciences, doctors of sciences professors, and as a result scientific developments, scientific and op-ed articles, textbooks and manuals should be created.

However, in the process of research, we try to provide examples from conversations that we have heard and observations that we have made.

In addition, here is one more conversation with the employee responsible for academic affairs in the educational institution: “The faculty staff has to be at work every morning. If they don’t have a class, they must do other daily work...”. And this is obvious “betrayal” to the budgetary funds. We do not get tired of repeating that the funds allocated by the budget for the future of the country, educating the younger generation, contributing to the development of the country through science are given to these teachers, who are supposed to be in the educational institution just for doing daily work. This fact is actually a financial crime - a waste of budgetary funds. If, for example, construction is accomplished or stationery is purchased due to the expenses scheduled for paying salary – this fact is considered a financial crime. In a similar way, if the budgetary funds designed for research activities are spent for the works, which gave nothing to do with the research activities, this fact is a financial crime too.

In particular, if this process takes place in educational institutions that have switched to self-financing, it is a completely incomprehensible situation and is the result of mismanagement. The reason is that teachers should be provided with enough conditions to work only on themselves, to enhance the prestige of the educational institution and the quality of education to meet the students’ requirements, however, being paid a salary increment in the amount of 2-3 million UZS, teachers have to be involved in various routine activities. When hundreds of teachers and employees are working, just calculate for what reasons billions of UZS are spent every year. If necessary, it is possible to reduce these expenses by 10 times by hiring 5-10 college graduates with one competent employee, making them daily schedules, reports, etc., and enhancing the quality of that extra work by 10 times. Or it may be done in other way. Is it necessary to deduct billions of UZS from science and spend it on such things? Again, the teacher does not do research on time, does not write an article, the researcher does not defend his research paper in time – let’s not waste time, let’s spend money on science, and as a result everything will be fine.

It is obvious that the results of our observations, interviews and other forms of research have shown that in most cases, the funds allocated to science are actually paid for by the time spent on completing various tables, reports and participating in different events. That is, whether a future scientist or an employee with an academic degree wants to work or get a salary

increment in this educational institution, it means that he / she has to do the following (we have given only a part as a note, educational institutions understand):

- enter personal data in various forms of tables from ministries and agencies, and if the data is not accepted, re-submit the information in the returned table for technical amendments (in fact, a secretarial support employee can enter this information into the database, however, the professor he has to fill in this form from the very beginning up to the end...);
- completion of tables of various forms on scientific activities, submitting the copies of published articles, abstracts and full information in different forms several times in one academic year;
- if there is a spiritual-educational or other event, on behalf of the department to participate voluntarily, or rather to pack the hall;
- take a photo of his participation in the event, write a report and submit it to the head of the department, different departments, and if the form submitted does not meet the standard requirements, correct and supplement it several times;
- participate in conferences and seminars on behalf of the educational institution or department, which are not related to the specialty at all, take a selfie to prove that he is sitting at the table, and prepare a “report” proving that he has participated according to the appropriate procedure;
- even though he gives good and high-quality lessons, to write, prove and substantiate the whole history of this teaching technique of this lesson, as well as to include it in various teaching aids and syllabus;
- at the request of the educational institution management, to prepare reports every week, or monthly reports until the 15th of the current month (definitely, teachers should be accustomed that the forms of these reports are subject to regular change);
- developing monthly, quarterly, annual plans of activities in various areas, preparation of relevant reports, their presentation, justification, substantiation (preparation of a photo album);
- in addition to performing various “voluntary” activities and other endless invisible assignments.

It's a sad truth, but we must admit that our future and current scientists in higher education, instead of spending time and efforts on science and research for the benefit of the people and society, roughly speaking, spend 10-15 years on endless paperwork and filling out reports. They are fed up with doing things that are not inherent to their profession, and finally they have no time to be engaged in the research activities.

In our opinion, the monthly salary paid by the state to professors, teachers, researchers, scientists is to contribute to the development of the country through the development of science, not to perform daily routine work.

Often, when a law enforcement agency claims that a certain amount of money has been looted and that a certain amount of money has been misappropriated, that organization or its responsible leader is accused of theft. However, the contribution to the country's science, the misappropriation of funds allocated from the budget for its development through technical work, is in fact a waste of funds, ten times more than the above-mentioned crime. In our opinion, a manager who thinks about the future of the country, the development of science,

budget funds should take into account such aspects and make the right and efficient management decisions

Thus, it is time to identify the cases when future scientists, our respected scientists, who must do research, however, instead, they are engaged in technical activities, and to apply drastic financial measures.

In the introductory part, we have noted that we either do not fully adopt or adapt international standards in education. Let us briefly consider this issue.

Our officials, who studied abroad or are well acquainted with the conditions at foreign universities. Comparing the situation at foreign universities with the situation at our domestic universities, they have repeatedly told our young and future scientists, our current respected scientists, that university scholars earn money abroad, where most of the university funding comes from the research outcomes obtained by scientists. However, they must admit that if above-mentioned unreasonable, ineffective and incorrect “loads” assigned to scientists in our education system and our future scientists, would be assigned to those foreign scientists, their situation will be deplorable, they will not be able to do research for the rest of their lives. Indeed, we have to express our gratitude to the researchers who are engaged in science along with their teaching activities, doing so much work and defending their dissertations at least 2-3 years after their term expires. We complain about the number and quality of articles, but we do not encourage them to eliminate the key problems, to direct the costs, to find additional funds by the efforts of scientists themselves.

Therefore, in our opinion, our expenditures on science in higher education institutions are in some cases ineffective due to shortcomings in management. In fact, that’s how professors or scientists should work. Let’s turn to foreign information again.

Aziza Shonazarova, the first Uzbek scholar to be hired as a tenure track professor at Columbia University in the United States, spoke about the US education system. She acknowledges the following achievements of the education system: high salary of a professor, the fact that he/she lectures at the appointed time, he/she does not have to come to work in the office, most professors like to work from home and there are no obstacles for this, and teachers can work where books are available, etc.

Definitely, as a professor, it is his responsibility to do research, to make presentations in his subject area, to publish articles throughout the world, to publish books, to do things that determine the university’s reputation, and to acquire a high reputation as a self-funded educational institution.

In fact, the aspects recognized by the scientist not only promote the university, develop science, but also economize funds. So as a result, there is a question. Performance of which professor is more efficient, of the professor who comes to the university at 8 am every morning, reads the information on the Internet during the day, is engaged in doing various daily routine, publishes 2 theses and one article a year, or of the professor who spends most of the time outside the university, takes a break during the day and is busy with creative activity at night, who comes to the university only for delivering classes, publishes dozens of articles, theses, manuals a year, prepares his students for the defense of the research paper, participates in various scientific processes on behalf of the educational institution and lectures in various organizations? Definitely, performance of the second professor if considered more

efficient. However, in our opinion, the organization of the First can be done by any leader. To organize the Second, the leadership ability must be at a high level.

In conclusion it should be noted, the best solution is to use the teacher as a teacher, the researcher as a researcher, the scientist as a scientist, which will finally result in improving the quality of education, ensuring the development of science and targeted use of the funds allocated. In this regard we would like to mention the statement by Abdulla Kakhkhar, the writer, even though this saying isn't directly related to the expenditures: "**Literature is stronger than the atom, but its power should not be spent on chopping wood**".

4. CONCLUSION AND PROPOSALS:

As a result of the research, the following conclusions have been developed:

First, when accounting working hours at the educational institutions it is recommended to take into consideration the peculiarities of the educational institution. In this regard, when calculating working hours of the faculty staff, it is advisable to take into account not just the time spent at the educational institution, but a total volume of the actions done.

Second, with the aim of enhancing self-study at the academic lyceums, colleges and higher educational institutions, creating favourable conditions for students and pupils, the time distribution by the self-study and extra-curriculum activities should be properly arranged. Herewith, weekly active (classroom) loading should not exceed 27 academic hours.

Third, in reliance upon the peculiarities of delivering classes in the educational establishments and activities associated thereto, employees should be granted with a freedom of selecting the actions based on the class activities and extra-curriculum activities, preparation for self-study, checking written works, providing conclusions to the various developments.

Fourth, in order to arrange efficient use of free time by pupils and students, it is advisable to accept five-day working week in the educational system. Getting one additional day-off will enhance efficiency of the self-study, as well as provide students with the opportunity to visit libraries, go sightseeing, or contribute to the development of the national culture in any form.

Fifth, it is necessary to strictly control the targeted use of expenditures on science, focusing on the purpose for which the monthly salary is used, rather than on its correct payment.

Sixth, it is required to control efficient use of funds by significant increase of public control over the work done by researchers, professors and teachers.

The views expressed by us, even though they can seem rather critical, if implemented in practice, can result in the development of science, targeted use of the allocated funds improvement of the research capacity in all areas.

5. REFERENCE:

- [1] Labour Code of the Republic of Uzbekistan. Collection of legislative acts. Lex.uz site. (Visit date 15.11.2019).
- [2] The Decree of the President of the Republic of Uzbekistan № 5847 "On approving the Concept for the Development of the higher education system of the Republic of Uzbekistan until 2030" as of October 8, 2019.
- [3] Convention C047 (Forty Hour Week Convention) of the International Labour Organization.

- [4] “A list of employees with a special nature of labour who are assigned a shorter working hours” approved by the Resolution of the Cabinet of Ministers №133 as of March 11, 1997.
- [5] data of uzjobs.uz web-site (Visit date: 01.11.2019).
- [6] Saifnazarov I.S., Kudratova U. (2019) Teacher-coaching activities and the philosophy of formulating tolerant relationships in society <http://tsue.uz/wp-content/uploads/2019/06/6.pdf>
- [7] Resolution (2019). Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 24, 2019 “On the order of additional payment to the employees having the scientific degree, engaged in research, scientific-pedagogical and labour activity in the public organizations in the field of science and education”.
- [8] Khotamov K.R. (2020). Both enhancing education efficiency and contributing to the economy development. Logistics and economics. Scientific and electronic journal. № 1. Pages 90-97.