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## THE SOCIAL ROLE OF EDUCATIONAL PROJECTS IN INTERNATIONAL RELATIONS

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*Abstract: This article discusses the relevance of the international education system in project management and its role in personnel management and evaluation.*

*Keywords: education system, personnel management, international project management.*

Education has been an important factor in establishing international relations for centuries. Today, every country cares about the level and quality of education of the population. Accordingly, they are constantly striving to carry out educational projects on a larger scale, followed by research. Interacts with educational projects and programs to update the knowledge, skills and abilities of learners, their practical application; encourages the need for creative personal and socially important activities in self-management, self-expression; implements the principle of cooperation between education and practice, allows to unite the team and the individual in the educational process.

When analyzing international educational projects, the German Institute of Social Sciences identified the following types:

- Designing in different areas in the field of cognitive activity of students;
- design of production activities;
- design technologies using information technology.

In a contextual approach, international education projects have served to increase economic importance at all levels of the country. The competitive environment between public and private educational institutions has created new educational entrepreneurship in the economy. Initially, such educational institutions existed in all countries, and history testifies to this, in the Middle Ages, European countries were ahead in this regard, and in the last 3 centuries, they have always attracted representatives of other countries. It is the concept of world experience that is a key factor in conducting international education projects. After all, if a certain student goes abroad and gains experience in production, which is considered an innovation in our country, he will definitely try to use it in a social and economic way when he returns to his homeland. He strives to gather businesslike and intelligent workers around him. At the same time, the student who has gained experience introduces new technology and carries out localization. Localization is an integral part of the characteristics of innovative activity. All of the above occupy the forefront of the list in increasing social significance.

The result of the design of international education can be different types of models, projects. Thus, we see that educational projects are based on the joint activities of teachers and students, focused on learning through research activities around them. The international education project is considered from two perspectives:

1. a didactic tool that allows you to teach design from a teacher's perspective, i.e., a targeted activity to find a way to solve a problem by solving problems that arise in a particular situation; an integrated didactic tool for development, teaching, and learning that allows for the development and advancement of specific design skills.

2. problematization (identifying and identifying a problem area, forming a leading problem, and describing the problem that arises from that problem);

International education projects can be individual, linked and multilateral. Individual projects are carried out mainly through the involvement of manufacturers to gain experience for a particular employee, and this leads to the search for communication through the initiative of the head of the enterprise. Behind this is the factor of providing the population with quality products.

Linked international educational projects provide employment, education and funding abroad by attracting students to relevant universities in a particular field for a certain period of time. This is exactly what promotes the quality of education.

In interstate international educational projects, students mainly exchange universities. This is a traditional way of exchanging students at universities. This is exactly what the international diplomat means by communication and cooperation.

The fact that students who have improved their skills through projects in the education system are evaluated as employees also increases the need for international projects.

The value of a comprehensive assessment of the work potential of the manager, individual worker is found as follows:

$$Q_d = (K + K_1) + F + Y_{af} + I$$

Here:

$Q_d$  - discount value of the employee's professional training and subsequent employment, in soums;

$K$  ( $K_1$ ) - expenses for vocational training (payment contract, literature, travel expenses, meals) in soums (we also express payments for master's or additional education through  $K_1$ );

$F$  - Discount benefits received by an F-employee during his or her employment

$Y_{af}$  is the value of the gross discount profit distributed by the specialist for a given year

$I$  - Investments in training of I-workers (intellectual investment)

Russian scientist VV Kafidov cited the following formula as the value of the assessment of employees:

$$H_{bq} = I_h * G_{ik} + I * v$$

$H_{bq}$  is the value of employee evaluation

$I_h$  - salary paid to employees, in soums

$G_{ik}$  - Man of the capital gudvil

Goodwill is a term used to describe an enterprise's business reputation, image, and business relationships.

$I$  - investments

$v$  - time interval

$$G_{ik} = DI_{i.k.} + QI_{i.k.} + KIK$$

Here:

$DI_{i.k.}$  - Income index on human capital = income / = income per day

$QI_{i.k.}$  - value index of human capital (the value of each employee in the enterprise) = total cost per employee / income per employee for the entire working day

$KIK$  - professional coefficient (expected future position of the employee's potential) =  $Bh.t. * (1 + 0.25 + (y_o / 18))$

$Bh.t.$  - Assessing the level of education of the employee. In this evaluation system, the following coefficients are used as boundary indicators:

0.15- workers with incomplete secondary and secondary special education

Employees with 0.60-completed secondary and high school special education

0.75 Workers with incomplete higher education

Employees with 1.00-completed higher education

(Average) work experience of M-employee (s), years

Age of the employee (according to the recommendation of the Institute of Scientific Research, the age of the working staff is set at 4, and the norm is 18 for the youngest and 50 for women and 55 for men)

In conclusion, it should be noted that today the opportunities that can lead to the further development of human resources through educational projects are endless. Accordingly, the acceleration of the flow of educational projects by educational institutions can lead to innovation, scientificity and ingenuity in it.

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