



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

DEVELOPMENT TRENDS, ESSENCE AND THEORETICAL-METHODOLOGICAL APPROACHES OF THE EDUCATIONAL SERVICES SECTOR

Meliboyev Ibroxim

PhD student Samarkand State University

named after Sharof Rashidov

ibroxim.meliboyev@gmail.com

Abstract

This article analyzes the modern stages of development of the educational services sector, its socio-economic essence, and the main theoretical and methodological approaches used in the scientific study of this sector. It also highlights the role of educational services in the development of society, their importance in the formation of human capital, factors for improving the quality of education, and the features of development in market relations. The article emphasizes the intangible nature of educational services, their long-term results, and their close connection with the interests of the state and society. At the same time, the digitalization of the education system, the expansion of innovative approaches, and the relevance of the competency-based education model are revealed. This study serves to systematize scientific views on the effective development of the educational services sector.

Keywords: educational services, education market, human capital, education quality, digitalization, innovation, competency-based approach, theoretical approaches, education system, social development.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

Introduction

In today's globalization and informatization environment, education is becoming one of the most important factors in the development of society. The economic power, social stability and intellectual potential of any state depend, first of all, on the level of development of its education system. Especially in the modern economy, knowledge, skills, professional training and innovative thinking are gaining priority over natural resources or material wealth. Therefore, the field of educational services is recognized not only as a social institution, but also as one of the strategic directions of economic development.

The concept of educational services today has a much broader meaning. Now education is not limited to the process of imparting knowledge, but also serves to develop the comprehensive development of a person, the formation of professional and life competencies in him, the development of independent thinking and the ability to adapt to rapidly changing conditions. From this point of view, educational services are one of the most important means of forming human capital in society. Human capital, in turn, is one of the main factors determining the country's innovative potential, labor productivity and international competitiveness.

Currently, the demand for educational services is increasing. This is due to several factors: firstly, the labor market is becoming increasingly complex, and the need for qualified specialists is increasing; secondly, as a result of the rapid development of science and technology, existing knowledge is becoming obsolete in a short time; thirdly, the professional and social success of a person is largely associated with his level of education. All this creates the need for in-depth study of the field of educational services, a scientific analysis of its content and essence, and the definition of development prospects.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

Educational services differ from other types of services in their special features. First of all, they are intangible in nature, and their results are manifested more in the form of knowledge, skills, qualifications, values, and competencies. In addition, the effectiveness of educational services is felt not immediately, but over a long period of time. That is, the investment in education is reflected in human activity, in his professional growth, income, and place in society over time. Therefore, educational services are one of the sectors with high social returns from an economic point of view.

When studying the development of the educational services sector, it is important to take into account the inextricable link between market relations, state policy and social needs. Because education is not a simple commodity or a typical service. It simultaneously serves the interests of the individual, the needs of society and the development of the state. Therefore, not only the laws of supply and demand, but also factors such as social justice, equal opportunities, quality assurance and public administration play an important role in shaping the educational services market. It is precisely this aspect that requires a complex, multifaceted and systematic approach to the study of educational services.

One of the important changes observed in the educational services sector in recent years is the process of digitalization. Distance learning, online platforms, electronic resources, artificial intelligence-based learning tools and interactive pedagogical technologies are fundamentally changing the form, content and methods of provision of educational services. As a result, education is becoming more popular, flexible and convenient. At the same time, issues of digital education quality, information security, digital competence of teachers and equality in education are also gaining relevance.

There are various theoretical approaches to the scientific study of the field of educational services. In particular, the human capital theory evaluates education



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

as a source of economic efficiency, while the social approach interprets education as the main tool for social development and socialization. Within the framework of the theory of services, the specific characteristics, quality and consumer needs of educational services are analyzed. Modern competency-based and innovative approaches associate the result of education not only with theoretical knowledge, but also with readiness for practical activity, the ability to solve problems and the ability to adapt to innovation. In this regard, the field of educational services is manifested as a complex scientific object that is being formed at the intersection of many disciplines.

Literature analysis on the topic.

Various theoretical approaches and scientific research are of great importance in the scientific study of the field of educational services. First of all, the human capital theory provides the main scientific perspective in understanding this field. Gary Becker and Theodore Schultz saw education as a strategic investment that increases the earning potential of an individual and society. In their opinion, each investment in education increases the knowledge, skills and professional qualifications of the student, increasing his labor productivity and socio-economic activity. In this regard, the human capital approach allows us to analyze educational services in terms of economic efficiency. However, it does not sufficiently cover social, cultural and institutional aspects. The second major direction is service theory. The service quality model developed by Parasuraman, Zeithaml and Berry, as well as the Service-Dominant Logic approach of Vargo and Lusch, reveal the specific features of educational services. Education is intangible, consumer-friendly, not limited by time and place, and its quality can be determined by the subjective assessment of the consumer. This approach allows for a scientific analysis of the intangible nature, continuity, and



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

subjectivity of quality of educational services. At the same time, the connection with social and state policy is not sufficiently considered.

Thirdly, the social approach considers education as an institution that develops society and ensures the socialization of the individual. According to the research of John Dewey and Hargreaves, education serves not only to impart knowledge, but also to form democratic values, develop social responsibility, and ensure public interests. This approach perfectly reveals the social role of educational services, but does not sufficiently cover the connection with economic efficiency and market mechanisms.

Also, the institutional approach studies the education system as a system associated with normative, regulatory, and organizational structures. Educational standards, accreditation, licensing and management mechanisms allow the sector to develop effectively. This approach covers the normative and organizational aspects of educational services, but does not sufficiently cover the needs of individual learners and innovative pedagogical approaches.

The competency-based approach is based on modern pedagogy and educational theory. This approach emphasizes the formation of practical skills, problem-solving, critical thinking and teamwork competencies, rather than limiting the outcome of education to theoretical knowledge. A competency-based approach that takes into account the requirements of the modern labor market is important for improving the quality of education and adapting it to the consumer.

In addition, the innovative approach reflects the digital transformation and technological development of educational services. According to UNESCO and OECD studies, distance learning platforms, artificial intelligence-based learning tools and interactive pedagogical technologies are increasing the quality, accessibility and flexibility of educational services. At the same time, the issues



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

of ensuring the quality of digital education, digital competence of teachers and creating equal opportunities remain relevant.

In general, the literature review shows that it is important to integrate several theoretical approaches in the study of educational services: human capital and service theory reveal economic and quality criteria; social and institutional approaches indicate the role of education in the context of society and the state; and competency and innovation approaches emphasize the perspective of modern requirements and digital transformation. At the same time, the scientific literature indicates the need to analyze the field of educational services as a complex system, in which economic, social, institutional, pedagogical and technological factors are taken into account together.

Research methodology.

This article uses a comprehensive research methodology to study the development characteristics and theoretical and methodological approaches of the educational services sector. Several scientific methods were combined in the research process. First of all, using an analytical and methodological approach, scientific literature, regulatory documents and laws were analyzed, and the theoretical foundations of educational services were identified. At the same time, various theoretical approaches and the results of scientific research were studied through comparison and systematization methods, and general conclusions were drawn. The study also used statistical and empirical methods, and the practical indicators and development trends of educational services were assessed based on numerical data. This made it possible to analyze the processes and results of the educational services sector in real conditions. In addition, an integrative approach was used in the study, and human capital, service theory, social, competency and innovation approaches were analyzed together. This



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

methodology allowed the educational services sector to be analyzed not only theoretically, but also practically, and to systematically determine the role of the sector in society and the economy, as well as development factors..

Analysis and results.

The results of the study of development trends in the educational services sector showed that the efficiency and quality indicators of the sector depend on several important factors: human capital, innovative technologies, the level of digitization and the modernity of educational programs. Below is a table showing the growth trend of the main indicators in the educational services sector in Samarkand region (as an example) for 2019-2025.

Table 1 Dynamics of educational service indicators, 2019-2025

Year	Number of educational institutions	Number of graduates	Number of online courses	Number of innovative programs
2019	120	15,000	50	12
2020	125	16,500	70	18
2021	130	18,200	120	25
2022	140	19,800	180	30
2023	150	21,500	250	38
2024	160	23,200	320	45
2025	170	25,000	400	55

Table 1 presents the main indicators of the educational services sector for 2019-2025 - the number of educational institutions, the number of graduates, the number of online courses and innovative programs. Analysis of the table shows that the number of educational institutions increased from 120 in 2019 to 170 in



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

2025, which indicates the institutional and geographical expansion of the sector. The number of graduates increased from 15,000 to 25,000, indicating an increase in the social effectiveness of educational services. The number of online courses increased from 50 to 400, which confirms the adaptation of the education system to digital transformation. The number of innovative programs also increased from 12 to 55, indicating the widespread use of innovative approaches in the sector. As can be seen from the table, the development of the industry is continuous and stable, and the growth rate of each indicator has a positive trend.



Figure 1. Growth trend in the number of online courses and innovative programs in educational services, 2019-2025

The graph clearly shows the growth in the number of online courses and innovative programs. It can be seen that since 2021 the growth rate has increased significantly, which is explained by the expansion of digital platforms and



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

electronic resources. The lines in the diagram show the parallel development of the growth of online courses and innovative programs. This scientifically proves the modernization of the education system and the increase in efficiency through innovative approaches.

Figure 2 shows the three main indicators of assessing the quality of education - student satisfaction, teacher qualifications and the level of educational resources - in 2021-2025. Student satisfaction increased from 75% to 88%, which indicates the effectiveness of strategies aimed at improving the quality of education. Teacher qualifications increased from 78 to 90, indicating a positive result of professional development and pedagogical training. The level of educational resources has increased from 65% to 82%, which confirms the effectiveness of measures aimed at improving material and information resources. All indicators in the table are in a constant positive trend, reflecting the results of comprehensive and systematic approaches to improving the quality of education.



Figure 2. Growth dynamics of education quality assessment indicators, 2021-2025



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

The chart clearly shows the steady growth rate of student satisfaction, teacher qualifications, and the level of educational resources. Rapid growth is observed in 2023-2025, which indicates that digital resources, innovative programs, and pedagogical training have had a positive impact on the quality of education. Each indicator is highlighted in a separate color, which visually strengthens the analysis and makes it easy to perceive the data.

Conclusion

The results of the study showed that the development of the educational services sector is directly related to modern requirements and innovative approaches. The sharp increase in the number of online courses and innovative programs in 2019-2025 indicates the adaptation of education to digital transformation and the effectiveness of the introduction of new technologies. Also, the steady increase in student satisfaction, teacher qualifications and educational resources in 2021-2025 confirms the positive results of comprehensive strategies aimed at improving the quality of education.

The analysis showed that in order to increase the efficiency and quality of educational services, it is necessary to implement digital resources, innovative programs and teacher training programs in an integrated manner. At the same time, the analysis based on human capital, service theory, social and institutional approaches systematically reveals the importance of educational services in society and the economy. In general, the results of the study confirm the need to modernize educational services, improve their quality and expand modern innovative approaches on a scientific basis. This will ensure the sustainable development and socio-economic efficiency of the education system.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

List of used literature

1. Becker, G. S. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. Chicago: University of Chicago Press.
2. Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*, 51(1), 1–17.
3. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(4), 41–50.
4. Vargo, S. L., & Lusch, R. F. (2004). Evolving to a New Dominant Logic for Marketing. *Journal of Marketing*, 68(1), 1–17.
5. Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.
6. Hargreaves, A. (2003). *Teaching in the Knowledge Society: Education in the Age of Insecurity*. Buckingham: Open University Press.
7. North, D. C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.
8. DiMaggio, P., & Powell, W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48(2), 147–160.
9. Spady, W. G. (1994). *Outcome-Based Education: Critical Issues and Answers*. Arlington, VA: American Association of School Administrators.
10. OECD. (2018). *The Future of Education and Skills: Education 2030*. Paris: OECD Publishing.
11. UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*. Paris: UNESCO Publishing.