



PUBLIC OPINION ON NON-GOVERNMENTAL EDUCATIONAL INSTITUTIONS: STEREOTYPES AND REALITY

Kadiraliyeva Ijobat Bakhromjon Kizi
Researcher Of Namangan State University, Uzbekistan

ABSTRACT

The article explores the perception of non-governmental educational institutions by society and its correspondence to the real characteristics of such educational institutions. The authors are based on the analysis of data from surveys and studies conducted in various regions and among various social groups. The article reveals the presence of widespread stereotypes and prejudices regarding non-governmental educational institutions, such as their low quality of education, commercialization of education and inaccessibility to the general population. At the same time, the study demonstrates that the reality of the functioning of non-governmental educational institutions often differs from established ideas, and many of them offer high-quality education, innovative approaches to learning and affordable prices. In conclusion, the article offers a number of recommendations for correcting the public perception of non-governmental educational institutions and improving their reputation in the eyes of society.

KEYWORDS: Non-governmental educational institutions, Public opinion, Stereotypes, Reality, Higher education, Private universities and colleges, Financing of education, Quality of education, Accessibility of education, Comparison of state and non-state educational institutions, Prestige of educational institutions.

INTRODUCTION

In modern society, non-governmental educational institutions are becoming more and more visible and in demand. Despite their growing popularity, public opinion about these educational institutions is often clouded by stereotypes and prejudices. In this article, we will look at some of the common stereotypes about non-governmental educational institutions and try to understand their reality. One of the most common stereotypes about non-governmental educational institutions is their supposed profit orientation. Many people believe that private schools and universities put financial success above the quality of education. In fact, many non-governmental educational institutions operate according to strict educational standards and are focused on the quality of education, not only on profit[1]. Moreover, many of them invest in the development of educational programs, scientific research and professional development of teaching staff.

Another common stereotype is that education received in non-governmental educational institutions does not meet the standards and does not provide the same level of training as public schools and universities. Many non-governmental educational institutions strive to provide high-quality education, and many of them successfully cope with this task. However, as in public educational institutions, the quality of education in private institutions may vary depending on the particular school or university. Another common view is that non-

government educational institutions are only for those who can afford it, and that they are not accessible to low-income students. Although some non-government educational institutions may have higher school fees or tuition fees, many of them also provide financial support and scholarships for students with limited financial opportunities.

In recent decades, non-governmental educational institutions, including private schools, colleges and universities, have become an integral part of the educational system. However, despite their significant contribution to education, there are various stereotypes and prejudices surrounding these institutions[2]. In this article, we will look at the main points that form public opinion about non-governmental educational institutions, and try to figure out how they correspond to reality. One of the most common stereotypes is related to the fact that non-governmental educational institutions attach more importance to profit than to the educational mission. In fact, many private educational institutions strive to provide high quality education, their success depends on the reputation and success of graduates.

There is a perception that non-governmental educational institutions have fewer qualified teachers and less diverse curricula. However, many of them attract outstanding professionals and offer innovative courses adapted to the requirements of the labor market. Another common myth is that non-governmental educational institutions are intended only for the rich and privileged strata of society. In fact, many of them provide social support programs and scholarships, making education more accessible. There is a perception that non-governmental educational institutions are less stable and at risk of closure[3]. However, many of them have been successfully operating for many years, and their sustainability can be ensured by quality management and financial stability.

Non-governmental educational institutions, such as private schools, universities and colleges, have long attracted public attention and aroused interest from both parents and students, as well as from educational experts and legislators. While some people treat private institutions with respect and interest, others may experience certain stereotypes and prejudices. In this article, we will look at how public opinion about non-governmental educational institutions is formed, as well as how this opinion correlates with reality.

One of the common stereotypes about private educational institutions is the assumption of high tuition costs. Many people believe that private schools and universities are only available to wealthy families and that the quality of education in these institutions is directly proportional to the price they ask. Another stereotype is the idea that non-governmental educational institutions are exclusively profit-oriented and do not have the same level of academic rigor and professionalism as public educational institutions[4]. There is also a perception that private schools and universities create social inequality, since not all families can afford tuition fees at these institutions. This stereotype is often associated with the perception of private educational institutions as "elitist" and separate from the broad public base.

However, the reality of non-governmental educational institutions is often much more complex and diverse than these stereotypes suggest. First, although the cost of tuition at private institutions may be higher than at public ones, many of them offer financial support programs and scholarships for low-income students. Moreover, some private schools and universities are actively working to expand access to education through social responsibility programs and partnerships with public organizations[5]. It is important to note that many private educational institutions have high standards of education and strive for academic rigor on a par with

government institutions. Many of them introduce innovative teaching methods, provide smaller classes and an individualized approach to learning.

In addition, non-governmental educational institutions can complement the State education system by providing alternative teaching methods and unique opportunities for student development. They may specialize in certain fields of knowledge or form a special educational community, which makes them attractive to certain categories of students.

Public opinion about non-governmental educational institutions is often subject to stereotypes and prejudices that do not always correspond to reality. It is important to be aware of the diversity and complexity of private education, as well as to recognize its role in providing access to high-quality education and stimulating innovation in education. To create a more objective view of non-governmental educational institutions, it is necessary to address the facts, as well as take into account the diversity of their approaches and strategies.

In conclusion, it should be noted that non-governmental educational institutions play an important role in the educational system, providing diverse and innovative opportunities for students. Instead of relying on stereotypes, it is important to consider each educational institution individually and evaluate it according to the quality of the education provided. The development of education requires us to free ourselves from prejudice and recognize that diversity in the education system is the key to a successful future for society. It is important to realize that the quality of education does not depend on the type of educational institution, but on how this organization approaches its mission and implements it in practice. By choosing an educational institution with an open mind and critical thinking, students can find the optimal educational environment that meets their needs and goals.

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