

## СУЩНОСТЬ ЧЕЛОВЕЧЕСКОГО КАПИТАЛА КАК ЭКОНОМИЧЕСКОЙ КАТЕГОРИИ И РОЛЬ ОБРАЗОВАНИЯ

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**Аннотация:** в статье раскрывается сущность человеческого капитала с использованием различных социально-экономических, производственных, имущественных, личностных, распределительных, институциональных, социальных, воспроизводственных подходов к его содержанию и месту в нем образования. Категория человеческого капитала представляет собой сложный структурный объект социально-экономического исследования. Человеческий капитал приносит доход работнику в виде заработной платы, работодателю в виде прибыли и государству в виде налогов. Следовательно, человеческий капитал как экономическая категория представляет собой экономические отношения между работником, работодателем и государством по трудовому потенциалу и распределению доходов между ними.

**Ключевые слова:** человеческий капитал, труд, производство, собственность, личная, распределение, институциональная, социальная, воспроизводство, образование, способности, врожденные способности.

## THE ESSENCE OF HUMAN CAPITAL AS AN ECONOMIC CATEGORY AND THE ROLE OF EDUCATION

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**Abstract:** the article reveals the essence of human capital using various socio-economic, industrial, property, personal, distributive, institutional, social, reproductive approaches to its content and the place of education in it. The category of human capital is a complex structural object of socio-economic research. Human capital brings income to the employee in the form of salary, to the employer in the form of profit and to the state in the form of taxes. Therefore, human capital as an economic category represents the economic relations between the employee, the employer and the state on the labor potential and the distribution of income between them.

**Keywords:** human capital, labor, production, property, personal, distribution, institutional, social, reproduction, education, abilities, knowledge, innate abilities,

## INTRODUCTION

In the "Development Strategy of New Uzbekistan for 2022-2026" in our country, after analyzing in depth the complex processes of the world level and the results of the development of our country, in the following years, based on the principle of "For Human Value", we will further increase the well-being of our people, transform economic sectors and rapidly develop entrepreneurship. It was emphasized that it is important to carry out researches aimed at the unconditional provision of human rights and interests and the formation of an active civil society. The higher education system is an important support in improving the human capital and increasing the competitiveness of the state. In this regard, our dear President has emphasized the following: "Improving the quality of education is the only way to develop New Uzbekistan" [1]. In this regard, it is important to reveal the conceptual foundations of human capital as an economic category, its improvement at the expense of accumulation, the compatibility between its content and social form using socio-economic, production, property, personal, distribution, institutional, social, reproduction approaches.

## SETTING A SCIENTIFIC PROBLEM

The theoretical aspects of research of human capital and the role of education in it are discussed by the following scholar J. Ben-Poret, A. Marshall, L. Touro, Sakaya T., Dayzard U., G. Baker and T. Developed by Schultz.

Korogodin I.T., Shevchenko D.A., Sergeeva A. from Possiyan olimlap. O., Cherkashin M.D., Redko L.L., Solodukha P.V., Gruzkov I.V., Gruzkov V.N., Tkachenko A.V., Titov V.A., Kapelyushnikov R.I., Remorenko, I.I., Rozhkov and others have conducted research on this topic.

Theoretical aspects of the research of human capital and the role of education in it. Academicians K.Kh. It is possible to increase the scientific research work.

A representative of the neoclassical school of economic science I. Fisher included a person in the definition of capital. In his opinion, skills and mechanics are not separate capital apart from people, and skilled mechanics themselves should be classified as capital [2].

Russian scientist Korogodin I.T. revealing the conceptual basis of the essence of human capital, when every person is the owner of his own capital, and by improving and improving the quality of this capital, he is interested in obtaining income and increasing it [3].

T. Shults, the founder of the modern human capital theory, says that we call human capital the valuable abilities acquired by a person, which can be improved, strengthened and developed at the expense of appropriate investments [4].

Abdurakhmanova G.Q., an economist from Uzbekistan. and Bozorova S.A. according to the conclusions, the structural structure of the human capital object is as follows: educational capital, including general and special knowledge; on-the-job training capital; health capital; to have information of economic importance that can bring income; migration capital that ensures worker mobility; includes such structural elements as encouraging cocktail activity"[5].

### **RESEARCH METHODOLOGY**

The article uses dialectical, systematic, integral and synergetic approaches, economic, logical, scientific abstraction, analysis and synthesis, modeling of economic processes and systems, induction and deduction, comparison, generalization, grouping and graphic methods.

### **MAIN ANALYSIS AND RESULTS**

Today, economic knowledge about human capital involves the use of different methodological directions and frameworks to achieve specific research goals. For this reason, we also use socio-economic, production, property, personal, distribution, institutional, social, reproduction approaches in the study of human capital. Russian scientist Korogodin I.T. revealing the conceptual foundations of the nature of human capital, "human capital is an economic category of the social-labor system. This category represents, first of all, a system of economic relations that includes social-economic and social-labor relations.

Human capital as an economic category represents the organic unity of primary (formation of individual abilities, personal characteristics, acquired skills and qualifications) and secondary (supporting the innovative development of economic entities and society as a whole) socio-economic relations developing in the process of social reproduction [7].

The essence of human capital can be expressed through social interactions. In the process of formation of a labor subject in professional activity, relations between individual individuals are expressed regarding the creation of human capital abilities and its consumption, distribution, acquisition and use of resources. Thus, with the help of the social approach, the essence of human capital is considered through social relations in the spheres of social work, professional activity.

As an economic category, the essence of human capital has the form of self-expression, which is an expression of its content. The content of human capital includes subjects, objects, relations and relations that occur between subjects in the reproduction of human capital, the mechanism of regulation of these relations, relations and their forms, which are included in the set of gross internal interrelated elements.

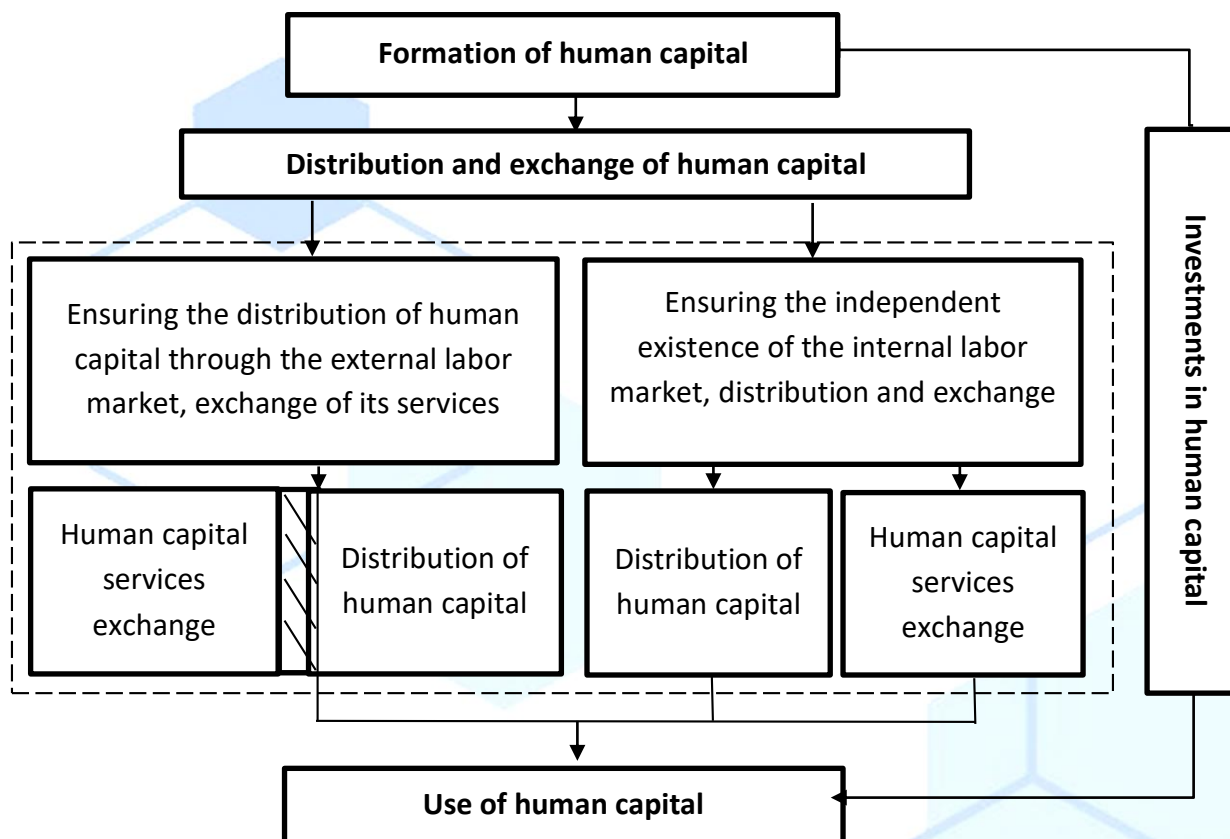
There are different opinions about the structural elements of human capital. Abdurakhmanova G.Q., who studied the movement of human capital in the domestic labor market. and Bozorova S.A. according to the conclusions, the structural structure of the human capital object includes the following structural elements:

- Educational capital, including general and special knowledge;
- Training capital at the workplace (qualifications, skills, work experience);
- Healthcare capital;
- Migration capital that ensures worker mobility;
- Stimulating cocktail activity.

Human capital is recognized as one of the most important categories of modern economic science. However, the problem of correlation of the "human capital" category with other related categories remains. The analysis of the economic literature showed that the most diverse conclusions are made regarding the economic categories of "human capital" and "labour force". For example, the Russian scientist S. Yu. Roshin distinguishes between these two economic categories: "qualitative characteristics of the labor force, the ability of a person to work, his skills, knowledge, skills can be considered as human capital [9].

Thus, human capital is embodied in a living person as a collection of abilities, skills, knowledge and experiences, and it cannot be bought or sold. Being a human capital, a hired worker creates a service with his labor, which can be exchanged for money as a result of his labor activity. Labor service is designed to meet the needs of the employer in a certain form of profitability. As a result of the actions of the employee, his work and the expenditure of human capital, the labor service includes certain costs that are necessary for their reproduction and can be represented by value.

A person's interest in improving their abilities encourages a person to make additional investments in education, health care, that is, it increases the level of human capital. At this stage, the most important task for human capital is to perform the function of improvement through investment. The process of improving human capital is as follows (see Figure 1)



**Fig. 1.1. Improvement of human capital process diagram [11]**

### 1. Fig. The process of improving human capital

It can be seen from this Figure 1 that improvement of human capital represents the continuous movement of human labor capacity, that is, its formation, distribution, exchange and use in the labor process. The use of human capital also requires certain costs for its accumulation and improvement. That is, investments are needed to restore human capital and improve it.

Investments in health are intended to create conditions for the physical development of the carrier of human capital. G. Becker believed that an important result of investing in human capital is "Improving the physical and emotional state of a person[12]. All people have different health by nature. "Therefore, the health inherent in a person cannot be an element of human capital, but only a factor of it. But investments made to restore and improve human health can be considered investments in human capital for good reasons. "Investments in education are one-time costs of resources that imply an increase in labor productivity in the future and, in addition, they are associated with a specific person.

## CONCLUSIONS AND SUGGESTIONS

1. There are commonalities and differences between human capital and labor. They are similar to each other because they are inseparable from their carrier, which means the unity of the essence of the productive person, and the common substantial basis is the ability of a person to work.
2. Human capital is a sum of gross production abilities, personal characteristics and motivations of an individual, formed and improved due to investments, as a property belonging to them, which, when used in economic activity, contributes to the growth of labor productivity and thus the owner's income (wages) and national economic category affecting the growth of income.
3. Globalization processes in the field of education are manifested in the form of two trends. On the one hand, as a result of the process of globalization of education, it is characterized by mutual cooperation and integration of national higher education systems. On the other hand, the process of formation of global education is taking place.
4. In our opinion, human capital is a sum of general knowledge and professional skills acquired and accumulated during the life activity of an individual, which contributes to economic growth and human well-being.

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