



## Use of Foreign Experiences In Improving the Management of Higher Education Institutions in Uzbekistan

Soliyev Ibodullokhan Ismatullayevich<sup>1\*</sup>

<sup>1</sup> Doctoral student of Namangan State University

\* Correspondence: [alfargoniy.uz@gmail.com](mailto:alfargoniy.uz@gmail.com)

**Abstract:** In this article, the theoretical and methodological foundations of improving the mechanisms of introducing the principles of institutional independence, the ways of improving the mechanisms of introducing the principles of institutional independence based on international standards, the tasks of improving the mechanisms of introducing the principles of institutional independence are studied. Also, current issues of improving the mechanisms of introducing the principles of institutional independence are analyzed.

**Key words:** institutional independence, principle, mechanism, improvement, theoretical-methodological basis, international standards, management, managerial competencies, academic, educational determinants, marketing, management, integration, forecasting, globalization, functional, digitized system.

### Introduction

In the early stages of the development of the theory of management in the higher education system, views based on scientific approaches to the management of educational systems were further developed in the 30s of the 20th century, and became widespread mainly in the United States, and in this period, the administrative methods of educational management, by the end of this period, new or The theory of management based on the principles of human relations, which made a radical change, began to develop. According to the results of the "Hawthorne experiment" of one of the founders of this theory, E. Mayo and his colleagues J. Homans, M. Follett, A. Maslow, F. Roethlisberger, there are more socio-psychological factors than physical factors on labor productivity. proven to be effective.

**LITERATURE ANALYSIS AND METHODS.** Among the scientists of our country, U.S.H. N.K. Yoldoshev, I.U. Majidov, D.Kh. Nabiyeu, R.I. Nurimbetov, B.Kh. Rakhimov, D.N. Rakhimova, R.A. Rakhmanbayeva, M.Kh. Saidov, A.N. Samadov, T.S.H. Shodiyev, Sh.D. Ergashkhodjayeva, A.T. Yusupov, Sh. Kurbanov and others. N.V. Demidov, S.V. Sulima, S.A. scientists from CIS countries. Druzhilov, K.I. Morozova, S.D.Reznik, S.M.Vasin, O.A.Sazikina, O.Bichkova, L.Verbitskaya, V.Kasevich, M.V.Niyazova, V.YE.Varavenko, Johan G. Vissema, F.Altbach, P.Y.Grishina, R.N.Abramov, E.V. Galajinsky, In the scientific works of A.O.Grudzinsky, R.Dim, V.Konnov, M.Repina and others, methodological aspects of the introduction of the principles of institutional independence were studied and analyzed.:

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## RESULTS AND DISCUSSION

According to the analysis, the theory of educational management has developed rapidly in foreign countries, in particular, Western European countries, the USA and Canada, Australia and New Zealand. During the long-term development and as a result of encountering several stages of change, it has become a scientific direction that occupies a special place in the field of the general theory of management.

The main principle of formal models is that organizations are based on a hierarchical system in terms of their organizational aspect and form, in which managers choose a rational path, that is, they work towards an agreed goal. Leaders operate within the framework of their officially defined powers based on their status and position within the organization.

The structural model, which belongs to the type of formal models in education management, is divided into the following levels: 1) central level (national level of the republic, regional level); 2) local level (district, city level); 3) institutional level (schools and other educational institutions); 4) divisions (associations, divisions, subunits: departments, departments, departments); 5) individual level (teachers, employees, students).

In educational management based on hierarchical models, relations within the organization are based on a vertical form, and the head of the organization reports to the head of the organization above him. The disadvantage of this model is that the tasks performed by each employee of the organization are vertically distributed and defined. That is, identifying problems, determining their solutions, and making decisions is implemented late due to the horizontal communication path. The management-related methods and models, principles, approaches and tools formed during the development of the theory of educational management over several decades are used in world education. adapted to management. Also, educational management has progressed on the basis of using the achievements of social (psychology, political science, sociology, philosophy, economics) and specific (engineering, mathematics, cybernetics, information technologies) sciences. By the beginning of the 21st century, a serious change was noticed in the theory and practice of educational management. Until this period, the development of management methods and tools was dominant in the theory of educational management, but since 2000, we can see that the idea of "leadership" is prevailing.

In the research, we can see that the management mechanisms of the higher education system have undergone several changes, and the organizational structure has changed. The management of the Ministry of Higher Education is based on a vertical structure, and its characteristics are defined as follows:

- the management hierarchy consists of several levels, each lower management level is directly administratively subordinated to the higher level, and the decisions made by the higher level body are considered mandatory for execution by the lower level;
- that the management bodies at each level have the right to manage only the bodies and institutions of the following levels;
- education policy, strategic and conceptual decisions and initiatives aimed at its development are determined only by the highest management body and financing is implemented centrally;

- personnel management and their appointment to relevant positions by a higher body, etc.

Advanced foreign experiences show that all links of the education system are managed through effective information systems. The information system of educational management (TBAT) serves as a convenient method of effective management, planning, organization of education, collection of reliable data, their analysis and exchange of information between all levels. The implementation of TBAT not only enables the effective organization and management of the educational system, but also creates the following conveniences for system participants and partners: objective, up-to-date, complete information about the educational system, its effectiveness, shortcomings and needs, the activities of the institution and the pedagogical community. and reliable information is collected; based on this type of information, it serves to determine and maintain the educational policy, to manage it, to evaluate its effectiveness and to introduce the necessary changes to it in a timely manner.

In the modern practice of Russian higher education, we observe the popularization of the ideas of university autonomy and institutional independence, which were formed as "two sides of the same coin" throughout the history of the development of universities. Achieving current goals for modern education on the basis of these ideas requires, first of all, a deep understanding of them by all members of the academic community.

In this regard, the article attempts a comparative analysis of the concepts of "autonomy" and "institutional independence" in connection with modern autonomy.

In the Lima Declaration of 1988, institutional independence is defined as "the contribution of members of the academic community to the creation and transmission of knowledge, individually or jointly, through research, study, discussion, production, creation, teaching, lectures and publications. "freedom". In addition, such a broad understanding of the phenomenon of institutional independence, it was also seen as an educational trajectory in the formation of the freedom of teaching, research, financial and economic activities of the university, as well as the freedom of students. It is not for nothing that a number of normative documents of Russia in the field of visual education are distinguished by the use of the term "freedom" in the plural ("institutional independence"). Compared with the concept of "institutional independence", the term "autonomy" is used as a complex feature reflecting the independent, relatively independent activity of universities and their employees in the modern conditions of their education, in the conditions of the provided freedoms. Thus, from the point of view of researchers of modern universities, institutional independence is considered as a way of creating the uniqueness of the university world, on the other hand, it is considered as one of the main indicators of the development of the common European educational and scientific space, the construction of knowledge.

This trend is primarily related to globalization and democratization of modern society, which ensures the influence of international factors on institutional independence. Secondly, it is based on a significant increase in requirements for a person and as a subject of activity in a wide socio-cultural environment.

Today, the autonomy of universities is considered as freedom in creating curricula and quality standards, forming teaching staff, attracting students and determining their working and study conditions, as well as political autonomy (appointment), academic (institutional independence and z freedom) and financial (disposal of funds) complex is

understood.

Thus, the concept of "institutional independence" is wider than the concept of "institutional independence" according to its content. At the institutional level, we can say that material autonomy reflects the independent existence of the university (autonomy acquired by the university), and procedural autonomy reflects its rights (autonomy given to the university or institutional independence). At the level of subjects of the educational process, institutional independence reflects the autonomy (their rights) that can be acquired by teachers and students as autonomous entities (autonomy in activity).

In actual practice, institutional independence and various types (forms) of independence are closely related and interdependent. Thus, "the freedom of research is determined by the availability of state or private funds for their implementation. If funds are allocated from public funds and there are no restrictions, in other words, if no specific goals are set, there will be more freedom." Accordingly, the higher the financial autonomy given to universities, the higher the level of academic freedom of teachers and students [2].

In contrast to institutional independence, the institutional independence of subjects of the educational process and the autonomy of the university, which represent the effectiveness of institutional independence, are determined by a number of factors. Among them, first of all, external factors, including the level of institutional independence provided, state structure, educational legislation, financing, features of the university's educational environment, etc., play an important role. Secondly, for example, internal factors, readiness of teachers and students to act autonomously. The most important of these factors is the teacher's professional independence, which includes the whole set of aspirations, motives, attitudes, qualities and methods of the teacher's professional activity, which determines his behavior and self-development in a wider social context. - can determine cultural conditions.

At the same time, the professional autonomy of a university teacher not only ensures the autonomous activity of teachers, but also stimulates the development of autonomy among students, as well as a method of organizing the development of autonomy of the university as a whole. After all, as he rightly pointed out. G.S. Savolainen, "today, the teacher stands at the intersection of the needs of modern man and society, he works in the field of shaping the personal and professional self-determination of the young generation" [3].

Ideally, in a democracy, the relationship in question is as follows: academic freedom of teachers (giving them the right to disseminate information, freedom of speech and expression and teach the subject as they know it) teachers' autonomous professional activity to ensure their implementation. Provided that teachers have the desire and readiness to act autonomously (professional autonomy), this opportunity will be realized and they will master one or another level of autonomy, while creating conditions for realizing the institutional independence of students and involving them in autonomous activities. For example, different opinions expressed by teachers can encourage the development of independent critical thinking in students. Thus, in the conditions of providing institutional independence and professional autonomy for teachers, their autonomous activity can stimulate the development of educational autonomy of students. The latter, in turn, is ensured not only by external factors (the influence of the

teacher and ensuring institutional independence), but also by the internal readiness and ability of students for independent and responsible educational activities.

Thus, it is the autonomy of the subjects of the educational process that provides a stable connection between institutional independence and various types and forms of autonomy and allows (or does not allow) the mastery of teachers, students, and higher education institutions in general. ) is the central link. different degrees of autonomy given to them. The considered relationships are graphically reflected in the table below.

In his speech at the forum in Palermo (September 1997), the Director General of UNESCO, Federico Mayor, emphasized the importance of institutional independence in the development of the autonomy of universities, and it is very important to focus on the "positive", responsible type. Autonomy capable of ensuring autonomy (... "freedom"): "... the general trend towards greater autonomy ... also requires universities to solve some of the tasks related to redefining the role of institutional independence [ 1].

For the described relationship between the levels of institutional independence and autonomy in higher education, it is characteristic that their ratio changes depending on the stages of development of society and universities. A developed democratic society encourages the development of institutional independence. Second, the educational environment of the university provides an opportunity for teachers and students to acquire a high level of autonomy, provided that the subjects have autonomy. In turn, the developed institutional independence of the subjects of the educational environment of universities helps to democratize and innovative development of the university education system and to implement institutional autonomy. And finally, in general, autonomy mastered by teachers, students and universities is a factor of sustainable development of the state and the whole society.

Therefore, different levels of academic autonomy (one of them is institutional independence) are closely related and interconnected. At the same time, the characteristic feature of modern higher education is that the described relationship between the levels of institutional independence and autonomy in education is not limited only to the university and even the country. In this context, E.B. Pokladok and V.V. Spasskaya, today institutional independence, despite the various forms of its existence, has an international character and is an international privilege of university teachers [6].

Rector of the University of Barcelona, J.M. Bricolla, stated that "Freedom of education is a fact of life in democratic European countries." As for autonomy, as we mentioned above, several times in the history of the development of philosophical ideas, it was associated with the ability of a person to "go outside": autonomy is the ability of a person to "go beyond the framework of institutional culture." Due to this, the teacher's autonomy is based on a deep understanding of the socio-cultural context, which ensures the teacher's active work and self-development not only in the university educational environment, but also outside it [5].

**CONCLUSION.** In fact, the basis of the higher education system should be the bureaucratic culture, but its increase can strengthen formalism and negatively affect the level of creativity and freedom in the educational institution. Measures aimed at the formation of managerial competencies of the reserve of management personnel in the educational institution constitute a management tool for the behavior of the staff of the institution, as well as the entire pedagogical team.

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