



Management Of Higher Education Institutions-As A Object Of Economic Diagnosis

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ABSTRACT

The article studies the features of higher educational institutions as an object of economic diagnostics. The place of economic diagnostics in ensuring the effective operation of higher educational institutions and the importance of the principles of diagnostics in management are highlighted. The approaches to assessing the quality of higher education from the point of view of expected results in accordance with the interests of the participants in the educational process are substantiated. There are scientific conclusions and practical recommendations on the economic assessment of the quality of higher education.

KEYWORDS

Higher Education Institution, Quality Of Higher Education, Professional Qualifications, Humanitarian Qualifications, Principles Of Diagnostics, Economic Diagnostics, Management Decisions.

INTRODUCTION

In the context of globalization, higher education is an objective need in the field of services. This increases the independence of higher education institutions in developing and making management decisions. The management of higher education institutions in developed countries and the organization of their analytical training on a scientific basis make it possible to predict development strategies. The effectiveness of management decisions largely depends on the timely,

comprehensive evaluation of the management process in the higher education institution and its results. This requires the use of modern methods and techniques in assessing the effectiveness of the management process of higher education institutions. In world practice, the economic activity of higher education institutions has traditionally been considered by certain rules of economic conjuncture in a certain external framework. However, micro- and macro-level analysis of economic impacts

has emerged. Economic diagnostics, which is concerned with the analytical preparation of management decisions and the improvement of their quality, is a new area of management analysis.

In general, economic diagnostics has emerged as a result of the need to dramatically improve the quality of management and is directly related to the implementation of innovative development strategies.

The management of higher education institutions in Uzbekistan as an economic system stems from the complexity of this system. In particular, the use of non-economic methods of management decision-making by higher education institutions prevents them from finding ways to adapt to the new institutional conditions. At present, simple, convenient, and flexible methods of evaluating effectiveness at different levels of higher education institution management are insufficient. In this context, the mechanism of economic diagnostics solves the problem of adaptation of higher education institutions to the new market conditions. This is because management based on the principles of economic diagnostics operates in a mode of preventing erroneous decisions. Economic diagnostics identifies problems at different levels, performs a comprehensive analysis and provides a rational decision, and is distinguished by the breadth and prospects of its capabilities. A comprehensive assessment of the effectiveness of the management process of a higher education institution is of interest and relevant to market participants.

ANALYSIS OF THE RELEVANT LITERATURE

The analysis of the financial condition of the organization in foreign countries explores the scientific and practical aspects of economic diagnostics, such as liquidity ratios, liability

ratios, solvency ratios, calculation of profitability and comparison with industry averages [1]. Research has also been conducted, rich in practical advice for senior staff of higher education institutions, such as working with students, improving the system of teaching and evaluation, analysis of quality processes, results and conclusions [2]. It has been argued that quality management and quality assurance in higher education are interrelated processes [3]. Studies conducted in the CIS countries show that economic diagnostics of enterprise potential as a tool for comprehensive research provides information for the preparation of management decisions and the organization of control over their implementation [4]. Economic diagnostics is based on comparison, uses primary information as in the analysis, and is aimed at improving economic performance [5]. The form of diagnostics of the economic potential of the enterprise represents a comprehensive study, ie the simultaneous study of all components of economic potential [6]. Foreign experience in modeling the labor and higher education services market in Uzbekistan [7], issues of evaluation of human capital management in higher education [8], approaches and methods of assessing the effectiveness of management of educational institutions [9]. Research is being conducted on ways to improve innovative activities in the higher education system on the basis of information technology [10] and other issues of higher education management. Most of this research is devoted to the study of marketing and management in higher education. The peculiarities of the higher education system in Uzbekistan, its integration into the world education system and its integral connection with the labor market have also been studied.

However, although marketing research in higher education institutions includes certain

structural analysis elements of economic diagnostics, they do not have the principles of economic diagnostics. This is because economic diagnostics is a method of determining the nature of problems in economic activity. These features are characterized by deviations from the normative dynamics of the various processes in which the organization takes place, and the rate of change of the relevant indicators.

In particular, it will be necessary to study the methods of functioning of the higher education institution as an economic system and to assess its status. Then the problems of development of the higher education institution and perspective directions for their solution are defined.

At the same time, issues such as analytical support of management decisions and the definition of the tasks of economic diagnostics in this process, the development of economic-diagnostic models in evaluating the management decisions of the higher education institution and its effectiveness are relevant.

RESEARCH METHODOLOGY

Research methods such as systematic and comparative analysis, generalization were used in this work. In the analysis of the activities of the higher education institution, utilitarian, humanitarian and political-social approaches were revealed. Such methods determine the features and stages of economic diagnostics of higher education institutions.

ANALYSIS AND RESULTS

Economic diagnostics is an important element of the organizational and economic management processes in each university and is part of the information-analytical support. It is known that the management will be aimed at ensuring the sustainability of the higher

education institution as a system in its content and the transition to the intended state. Management focuses on achieving specific goals even in a changing environment while maintaining the core target character of the system. The content of management is to process information, maintain an optimal diversity of system elements, adhere to constraints, regulate and modify the interdependence of elements.

The information generated by decision making is converted into action. In this context, the successful implementation of management depends on the collection (selection) of information and its processing in the desired way. Diagnostics plays an important role in the range of management decision-making processes with information collection and processing processes, and the quality of the decisions made depends directly on how well the diagnostics are performed. In the general approach, diagnostics can be interpreted as a doctrine of methods and principles for identifying inconsistencies that occur or may occur in the functions specific to the object under study. From an economic point of view, the diagnosis of the object under study is carried out in order to increase its efficiency, strengthen its viability in conditions of free competition and market relations.

The activity of a higher education institution (HEI) also includes economic processes, in which pedagogical and scientific processes take place inseparably from economic relations. There is also a specific reproduction in higher education, which is expressed in certain indicators and dynamics of indicators. The economic diagnostics of higher education clarifies the causes and nature of changes in other processes by focusing on changes in economic activity.

Economic diagnostics of higher education is based on information processing. At the same time, the methods used to process information should not negate the various qualitative features of the processes represented by the economic indicators of the object, and, conversely, should identify problems in relation to these aspects. It should be noted that the qualitative aspects of the economic processes taking place in higher education also serve as a description of the extent to which the goals of the educational process are achieved. In general, the purpose of economic diagnostics is to provide information and justify economic decisions (management,

financial, organizational), as a result of which it is aimed at achieving the required quality of education.

Usually, the purpose of the university is to train highly qualified personnel in certain areas and to conduct related research. The discrepancy between the desired results and the results achieved in achieving the results arising from this task is considered a problem. The difference is not always obvious. Therefore, identifying economic problems related to the learning process is a key task of economic diagnostics. In our opinion, this can be expressed in the form of Figure 1.

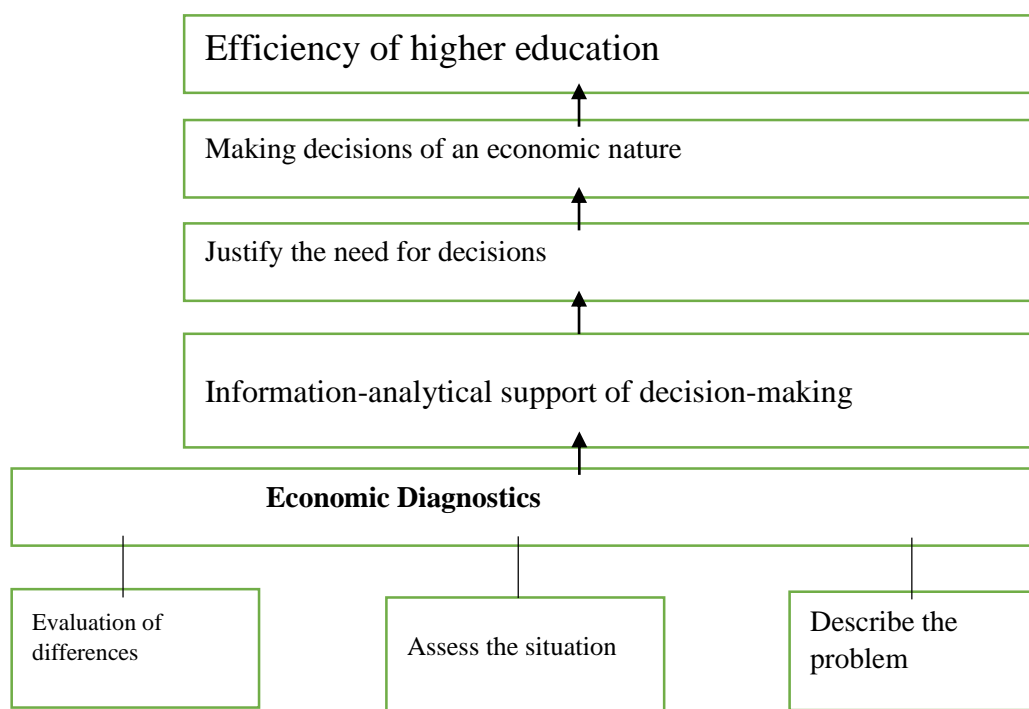


Figure 1. The role of economic diagnostics in ensuring the effectiveness of higher education

Of course, it is not advisable to take diagnostics separately from the general chain of management decision-making process in higher education. In fact, the management process has to perform many tasks, including information, diagnostic content at all stages of

information processing and management decision development. This is because management decision-making is often divided into the following stages:

- Problem identification and description;

- Collection and processing of necessary information on the problem;
- Decision making and decision making;
- Implementation of the decision;
- Control over the implementation of the decision.

Appropriate analytical tasks will need to be performed at all stages of data collection and processing. Therefore, in the development of management decisions, information-related work is performed as information-analytical work. Specialized departments or services may also be involved in the preparation and analysis of the information. It is observed that individuals are involved in management decision-making and its analysis.

In economic diagnostics, it is done in the form of analysis of collected and processed information. Accordingly, the following 3 areas of analysis can be considered important:

- Assessment of the state of activities for the provision of educational services, identification of changes in them by regional aspects;
- To study the main factors that led to changes in the educational potential of higher education and assess their impact;
- Identification of resources to increase the efficiency of higher education.

Of course, economic analysis can highlight a number of tasks in practice: planned activities

and their control, rational use of labor, material and financial resources, search and quantification of internal reserves, showing the forms of interdependence of economic indicators of higher education, scientific substantiation of plans , To eliminate the factors that negatively affect the activities of the university.

It should be noted that while it is very difficult to clearly distinguish between processes and concepts such as diagnostics, control, analysis, evaluation, diagnostics can be seen as identifying the truth and showing the reason for the analysis. In this sense, diagnostics in the narrow sense is to identify the problem, and in the broad sense to assess the problem, to distinguish it from other problems, to learn, to create a logical basis for decisions by clarifying the situation (Figure 2).

Diagnosis determines in which areas of the university's activities there are factors and reasons that prevent the achievement of a common goal. To do this, diagnostics relies on numbers, compares numbers, and tries to express in numbers the factors that caused the changes in the numbers. However, in each case, the diagnosis is based on a clear idea that the object belongs to any category, knowing in advance certain important features of that category.

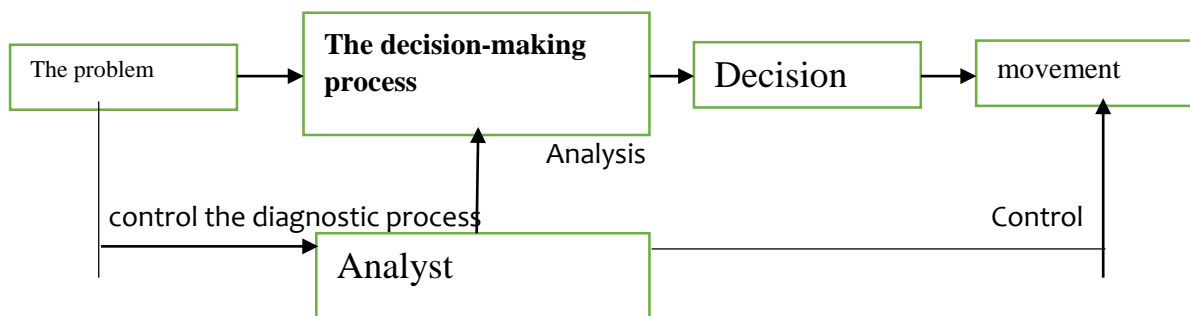


Figure 2. The role of diagnostic principles in management

An important aspect of economic diagnostics is that the object must be viewed as a system. Such an approach requires the study of the system without separating it from the environment in which the object operates.

The system has a significant effect on the object, but the object cannot control its effect on the environment. The environment for economic diagnostics is the process by which data is collected and processed. For example, the accountant serves as a source in obtaining information about the financial performance of the university, and the accuracy of the data depends on the rules and methods used by the accountant.

Therefore, at the heart of diagnostics should be models that allow you to visualize economic information. This is because this situation facilitates diagnostics at all stages of HEI management. The information-analytical support of management should serve as a diagnostic model and base models for the system. Diagnostic models should be taken as a starting point in assessing the quality of education and other target outcomes, as well as in identifying problems and justifying decisions.

It should be noted that in most cases, the specific question for which the researcher is seeking an answer remains the starting point

of the general question. Because the initial answer raises new questions. They, in turn, form an interconnected whole and reflect an important part of reality. The same situation is encountered in the search for answers to the problems of economic diagnostics of higher education. From a general philosophical point of view, higher education is not only the object and subject of research, but also the manifestation of higher education in the changing and socialized genetic development of human nature in the XXI century.

In this regard, when considering the activities of higher education, we believe that three aspects of education should be distinguished: utilitarian, humanitarian and socio-political. In a utilitarian approach, the student will need to acquire professional knowledge and skills to be able to compete in the labor market. From a humanitarian point of view, the educational process should shape a person as a person who seeks to build his relationships with other people on the basis of humane principles through his knowledge of society and nature. In the political-social approach, the university also fulfills the task of forming its student as a patriotic, politically and socially active person who can understand his place in political and social life.

From an economic point of view, it would be more correct to think of HEI activities as services. The direct consumer of these services is the learner. However, in the broadest sense, it is possible to take society as a whole as a consumer of educational services. Because, first of all, the whole society is interested in educational services and the quality of education. Second, education is mainly done in a collective organized (shared consumption). Third, the organization of the educational process outside the community completely loses its meaning. Fourth, participation in the consumption of educational services has a very strong impact on everyone's status in society.

Appropriate resources should be allocated and spent to provide educational services. If we approach the training of specialists, these costs should be covered by the employer, and universities should train staff in the areas in which employers need staff. Even in conditions of strong state intervention in the economy, the state emerges as a consumer of personnel and determines the quantity and quality of training in all areas. In a free market economy, when the payer of education becomes the employer, the university will have to adapt its services to the requirements of the labor market. In both cases, the humanitarian aspect of education does not lose its importance, but cannot be a priority. Of course, this aspect is always important for the learner, for his parents, as well as for society.

There is a sharp increase in society's need for the scope and quality of higher education services, which is reflected in the knowledge economy. As a result of the acceleration of scientific and technological progress, information and communication technologies, microprocessor technologies occupy a central place in the economy in the structure of production resources. On the other hand, the

creation of knowledge by the fields of science and education, due to the direct application of this knowledge, also makes it difficult to separate science and education, especially higher education, from the real sectors of the economy.

In describing the features of such a new economy, scientific research shows that large amounts of human capital and intellectual capital are invested, high levels of intangible assets are created and created, innovative activity is growing in all sectors of the economy, high rates of renewal, science, education, information and communication technologies. management and innovation elements.

It is now seen as a key element in social policy in reflecting the place of education in society. In this regard, the development of education is emerging as a priority of social policy. Because in the economy of the XXI century, on the one hand, research and higher education have become an important element of the productive forces, as well as increasing the welfare of the population, creating equal opportunities for human capital accumulation, reducing social inequality and strengthening social harmony. That is why developed countries are trying to cover all young people with higher education, as high quality higher education serves as an important factor of social stability.

It is clear that the utilitarian and humanitarian functions of higher education are closely intertwined and none of them can be secondary. In this regard, it is expedient for the state, business entities and parents to participate in the payment of higher education expenses in optimal proportions at the level of their capabilities. Accordingly, each of them should have a decisive influence on the quality control of education. Hence, diagnostics of the

quality of education should adequately represent the interests of all three consumers.

Ensuring the quality of education is an important task of higher education. Therefore, the processes in the university and its departments are regularly monitored and controlled. The information collected as a result of monitoring also serves to diagnose the quality of education. While monitoring can be included in the diagnostic component, on the other hand, diagnostics can also be considered as an integral part of monitoring. Both serve as a basis for the development of management decisions. In addition to data that is fast and only used once in these processes, officially approved statistical and accounting reporting data is used. If necessary, surveys and statistical observations are conducted.

In general, the economic diagnostics of higher education and its analysis is based on the following socio-economic results:

- In connection with the tasks of economic diagnostics, the initial information-analytical base of the object of study is formed, the methods of analysis and software for diagnostics are selected;
- To substantiate the conclusions drawn from economic diagnostics, it is necessary to identify trends in dynamic series, solve mathematical problems or equations, justify possible scenarios for the development of the object under study, develop short, medium and long-term forecast options for key indicators;
- Sources of financing of educational expenses and financial and economic resources of the industry are formed depending on the priority aspects of educational services and quality of education in the society;
- Higher education is, on the one hand, a non-profit activity and is governed by the

state. This is because ensuring the quality of higher education and staff competitiveness is a priority in the social policy of the state. On the other hand, the fact that students are trained on a fee-for-service basis makes the university a literally commercial organization. The downside here is that the contract payer cannot affect the quality of education. Accordingly, stakeholders should have equal opportunities in quality control of education. Otherwise, conditions will be created for the formation of an objectively corrupt environment.

CONCLUSIONS AND SUGGESTIONS

One of the purposes of economic diagnostics is to draw conclusions about the development trends of higher education. In this case, the following basic principles can be highlighted in the diagnosis:

- The similarity of the monitoring system with the observed object. The system of indicators used in economic diagnostics should accurately reflect the main features of the object under study;
- The principles implemented in the lower stages of economic diagnostics can be generalized in the subsequent stages, the results of the principles implemented in one section should be comparable with other sections;
- It is necessary to take a systematic approach to economic diagnostics, it is expedient to implement it comprehensively. In economic diagnostics, it is necessary to study the development of the university as a whole system, as well as to observe the individual links and individual aspects of the university.

The system of indicators used for diagnostics must meet certain requirements. Including:

- The indicators used in economic diagnostics should include the indicators used in the certification and accreditation of higher education institutions, the indicators are interrelated and derived from each other;
- The indicators used in the analysis should be consistent with the system of state statistics, have sufficient dimensions and be interpreted in the same way;
- It should be possible to check the indicators and the results of the analysis based on them in terms that do not contradict the objective reality;
- The applied indicators should be synchronized in terms of the time of data acquisition and other necessary features, reflecting the essence of the current state of the object.

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