



Economic Diagnosis Of Higher Education Institution

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ABSTRACT

The article describes the role of economic diagnostics in ensuring the effectiveness of the higher education institution and the importance of diagnostic principles in management. Scientific conclusions and practical recommendations related to the economic evaluation of higher education activities are given.

KEYWORDS

Higher education institution, diagnostic principles, economic diagnostics, educational services, management decisions.

INTRODUCTION

The result of the activity of a higher education institution is, first of all, the personnel being trained and their quality. At the same time, along with the professional qualities of the staff, the humanitarian qualities are also important for the society, and these two sides are inseparable. However, in the context of market relations, the professional quality of personnel (the ability to create value) objectively comes to the fore. At the same time, the rating and evaluation of the activities of higher education institutions requires an economic approach.

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 well known that management, in its content, is aimed at ensuring the sustainability of the higher education institution as a system and a pre-planned goal. Adaptation to a changing environment is also required while maintaining the primary target feature of the management system. The content of management is to process information, maintain an acceptable diversity of system

elements, adhere to constraints, regulate and modify the interdependence of elements. Through decision-making, the developed information is turned into action. In this regard, the successful implementation of management will depend on the collection and processing of information as required. Diagnostics plays an important role in the range of information collection and processing processes and management decision-making, 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 detecting 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.

Diagnosis of the activity of the higher education institution is carried out in 4 directions: 1) diagnostics of educational process (pedagogical diagnostics); 2) diagnostics of its activity as a socio-economic structure, 3) diagnostics of the external environment; 4) diagnostics of strategic development of the institution. It is obvious that even though the above-mentioned four areas of diagnostics in higher education institutions are covered, it is necessary to take into account the economic interests in the study of all aspects. Hence, achieving the quality of higher education requires the implementation of economic diagnostics.

The activity of a higher education institution also includes economic processes, in which pedagogical and scientific processes also 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 the university clarifies

the causes and nature of changes in other processes by focusing on changes in its economic activity.

MATERIAL AND METHODS

Economic diagnostics of higher education institutions 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 expressed in terms of economic indicators at the object, but should identify problems related to these aspects. It should be noted that the qualitative aspects of the economic processes taking place in higher education institutions serve as a description of the extent to which they correspond to the purpose of the educational process. In general, the purpose of diagnostics is to provide information and justify business decisions (management, financial, organizational), as a result of which it is aimed at achieving the required quality of education.

Of course, it is not advisable to consider the diagnostic process of management decision-making in a higher education institution separately from the general chain. In fact, many principles have to be followed in providing information to the management process, in the processing of information, and in the development of management decisions, while the diagnostic content.

Typically, the target function of a higher education institution is to train highly qualified personnel in specific areas and to conduct related research. The difference between the desired results and the results obtained in achieving the results arising from this function is considered a "problem". Therefore, identifying management problems related to the learning process is a key task of economic diagnostics.

Appropriate analytical principles are required at all stages of data collection and processing. Therefore, information-analytical work is

carried out in the development of management decisions. Specialized units or services may also be involved in the preparation and analysis of the information. It is also observed that individuals are involved in management decision-making and analysis.

Diagnosis is made in the form of analysis of collected and processed information. Accordingly, the following 3 areas of analysis are important:

1. Assess the status (effectiveness) of activities for the provision of educational services and the creation of educational products, identify changes in them in terms of space and time;
2. To study the main factors that led to changes in the educational potential of the higher education institution and to assess their impact;
3. Identification of reserves to increase the efficiency of higher education institutions.

In the implementation of economic analysis in practice, a number of tasks can be highlighted: monitoring the implementation of planned activities and activities; rational use of labor, material and financial resources and their economic efficiency; search and quantification of internal reserves; Demonstration of forms of interdependence of economic indicators of higher education institutions; strengthening the scientific basis of business plans, if necessary; Elimination of factors that negatively affect the activities of the higher education institution.

It should be noted that while it is very difficult to distinguish between processes and concepts such as diagnostics, control, analysis, evaluation, the task of diagnostics can also be seen as to determine the truth and show the cause. In this sense, diagnostics is, in the narrow sense, the problem-solving, and in the broad sense, the assessment of the problem, to distinguish it from other

problems, to learn, to create a logical basis for decisions by clarifying the situation.

Factors and causes that prevent a higher education institution from achieving its overall goal are identified as a result of the diagnosis. To do this, diagnostics relies on numbers, compares numbers, and seeks to express in numbers the factors that caused 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.

An important aspect of diagnostics is that the object must be studied as a system. Such an approach requires the study of the system without isolating it from the existing environment. The environment is therefore considered to be one of the important characteristics of an object as a system. The system has a significant effect on the object, but the object cannot control its effect on the environment. Therefore, the collection and processing of environmental data are diagnostic results. For example, an accountant serves as a source for obtaining information about the financial performance of a higher education institution, and the accuracy of the data depends on the rules and methods used by the accountant.

At the heart of diagnostics should be models that allow visual representation of economic information, as it facilitates diagnostics at all stages of higher education institution management. Diagnostic models should serve as basic models for the information-analytical support system of management. 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 accordingly.

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 economic diagnostics of a higher education institution faces similar situations in its search for answers to problems. Because higher education is emerging in the XXI century as the only mechanism of change of human nature and social development.

Therefore, when considering the activities of a higher education institution, we believe that it is necessary to distinguish three aspects of education: economic, humanitarian and socio-political. In an economic approach, the learner will need to acquire professional knowledge and skills to the extent that they can meet the demands of the labor market. From a humanitarian point of view, the educational process should shape a person as a person who realistically seeks to build relationships with other people on the basis of humane principles through knowledge of society and nature. In the socio-political approach, the higher education institution also fulfills the task of forming its student as a patriotic, politically and socially active person who can understand his place in social life.

It should be noted that the activities of a higher education institution are considered to be an economic service, and the direct consumer of these services is the student. However, in the broadest sense, the consumer of educational services is society as a whole. 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 completely loses its meaning outside of society. Fourth, participation in the consumption of educational services has a very strong impact on everyone's status in society.

In addition, appropriate resources should be allocated and spent to provide educational services. In the case of specialist training, these costs should be reimbursed by the employer, and higher education institutions 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, the cost of education remains the employer, and the higher education institution must strive to fully adapt its services to the requirements of the labor market.

At present, 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, due to the creation of knowledge by science and education, the direct application of this knowledge, it is also difficult to imagine higher education separately from the real sectors of the economy.

It is known that the knowledge economy is explained by the investment in human capital and intellectual capital, the availability of intangible assets in all sectors of the economy, the growth of innovation, the integration of science and education into the elements of innovation.

At the same time, higher education is interpreted as a basic element in social policy. In this regard, the development of higher education is emerging as a priority of social policy. Because in the economy of the XXI century, scientific research and higher education are an important element in the development of industries. This creates equal

opportunities for improving the welfare of the population and the use of human capital. That is why developed countries are trying to cover all young people with higher education.

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 would be 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, the diagnosis of the quality of higher education should adequately represent the interests of all three consumers.

RESULTS

Therefore, the processes in the higher education institution and its structural units are regularly monitored and controlled, that is, monitored. The information collected as a result also serves to diagnose the quality of education. In fact, 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. These processes use data from officially approved statistical and accounting reports in addition to fast, mostly single-use data. If necessary, surveys and statistical observations are conducted. Carrying out diagnostics in such conditions is complicated and requires the following principles:

- The similarity of the monitoring system with the observed object. The system of indicators used in diagnostics is a true reflection of the main features of the object under study;
- Ability to generalize the procedures performed at the lower stages of diagnostics in the later stages;

- A systematic approach to diagnostics is necessary and should be implemented comprehensively. In diagnostics it is necessary to study separate departments of higher education, as well as individual aspects, as a whole system.

CONCLUSION

In summary, the system of indicators recognized by official statistics is insufficient in determining the ranking of higher education institutions. This negatively affects the reliability and efficiency of economic diagnostics. In our opinion, the system of indicators used in diagnostics should meet the following requirements:

1. Correlation and interdependence of indicators used in the certification and accreditation of higher education institutions;
2. The indicators used in the diagnostic analysis should be consistent with the system of state statistical indicators, have sufficient dimensions and be interpreted in the same way;
3. The ability to examine the system of indicators and the results of the analysis based on them in terms that do not contradict the objective reality;
4. The indicators used 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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