



## Analysis Of Modern Approaches To Ensuring The Effectiveness Of Management In Higher Education Institutions

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### ABSTRACT

In the article have been researched modern theories of organizational and pedagogical aspects of improving the quality of personnel management and competitiveness through the effective organization of the activities of higher education institutions and the improvement of their management mechanisms.

### KEYWORDS

Education, higher education, higher education institutions, quality, effectiveness, competition, management, modern management, effectiveness of management, advanced experiences.

### INTRODUCTION

UNESCO deals with the issues of improving the quality of higher education and personnel competitiveness, improving intellectual activity in the world. The European network is working to ensure the quality of higher education. The issues of improving the components of future specialists on the basis of the organization of higher education, the

introduction of advanced teaching methods are becoming increasingly important. In particular, the emergence of integration processes such as the “European breadth of higher education” has shown that higher education cannot develop within a single country[1].

In foreign countries, attention is paid to the integration of socio-economic spheres, the content of training in accordance with international qualification requirements, the improvement of the educational process of the institution and the strengthening of the scientific and methodological base. It is important to study the experience of benchmarking, tuning method balancing system, overall quality management, quality assurance, which reflects the characteristics of the mechanism that ensure quality and competitiveness in higher education.

In the measures aimed at implementing reforms in the higher education system of the Republic, the study and implementation of best practices through the improvement of the management system, funding, academic and scientific relations of each higher education with higher education institutions around the world attention is being paid. This issue is also addressed in the state program for the implementation of 5 priorities of Action Strategy for the further development of the Republic of Uzbekistan in 2017-2021. In the book emphasized the importance of improving the quality of the national system of higher education, mutual recognition of diplomas and participation in the Bologna process, which supports all countries in the exchange of students and teachers, based on international experiences. In the implementation of this work, the work carried out in the framework of international program projects, the establishment of cooperation with European, Russian and Asian countries, the development of joint diploma activities are our achievements.

## MATERIALS AND METHODS

Theoretical views on the effectiveness of management in the educational process are reflected in the works of Professor S. Hedekar of the University of Mumbai, Russian researchers O. Homeriki, V. S. Lazarev, V. I. Zvereva, P.I.Tretyakov, A.S.Krasikov, PhD teacher of the Hungarian Academy of Science G.Kartesi, Bredley S.Portin, S.Feldmen and S.Klap researchers of Washington University.

Researchers have interpreted the management process of an educational institution differently. S. Hedekar noted that the management process in an educational institution is the process of planning, organizing, managing and controlling the activities of an educational institution using human and material resources in order to achieve the quality of education[11]. He recognized the relationship between the objects that affect the management of educational institutions, the content of management activities and the management cycle.

O.Homerki developed a multidimensional conceptual model that reflected his educational management process. The model includes four approaches of content management activities. They are administrative and financial activities, teaching and experimental work, staffing, strengthening the psychological environment of the team.

The first direction is to ensure the administrative and financial activities of the educational institution, the second direction is to improve the skills of the teachers, the third direction is to raise the level of general and pedagogical culture of teachers, the selection of teachers and the assessment in the fourth

direction implied optimal socio-psychological conditions in the community.

### RESEARCH METHODOLOGY

In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

### ANALYSIS AND RESULTS

Heads of educational institutions use the following seven methods in their work: goal setting, data collection and decision making, planning, organization, monitoring and analysis.

A multidisciplinary model of management activities of heads of educational institutions was developed by researcher Krasivkov[8].

The head of the educational institution has a direct influence on the following three types of objects in the performance of the tasks assigned to him/her[4]. Educational process participants (deputies, teachers, students, technical staff, sponsors, etc.), processes (educational, pedagogical, material and technical means).

The high scores of the 3 dimensions in the model show how the management activities in the educational institution are organized. Therefore, O.Homerki considered management effectiveness in education as a variety of indicators that have both quantitative and qualitative characteristics between the objects of management, the content of management activities and the management cycle.

As noted, the concept of efficiency has been the subject of much debate and discussion in management-related disciplines. The reason is that efficiency in different areas is determined by specific indicators. However, because the education system is a socially have used relevant system, it is not possible to evaluate the results with clear indicators. Many researchers have used to the concept of productivity in defining the concept of efficiency.

Sh. Kurbanov and E. Saidhalilov who two Uzbek researchers, commented: «Productivity is a feature of activity that reflects the ratio of the usefulness of the results obtained over time and the costs associated with it»[12]. Also, according to these researchers, higher results of one educational institution compared to another do not mean that the quality of management in this educational institution is always high. It is important to know how effectively each educational institution uses the available opportunities.

According to Russian researcher V.S Lazarev, management effectiveness reflects the relationship between achieved and available productivity[5]. Productivity shows a positive relationship between results over a period of time and the costs associated with them.

According to V.I.Zvereva and P.I.Tretyakov, the effectiveness of the management of an educational institution is an indicator of the achievement of the purpose of this management activity, that is, the creation of conditions for the development of each student's personality in the educational institution[6].

There are different views and different methodologies for assessing the effectiveness of the management activities of educational

institutions. That is, effectiveness of the management of educational institutions can be assessed through various indicators. On the one hand, the evaluation of the effectiveness of management activities of educational institutions can be done only with indicators related to management, i.e. planning, improvement, control. Regulation, relatively low cost for the supply of management apparatus, and so on. On the other hand, the effectiveness of management depends on the dynamics of change of pedagogical processes in the educational institution, the effectiveness of resources, the degree of impact of ongoing reforms on each person.

Scientists have conducted various studies in this regard. In particular, Gabor kerteszi ,Ph.D., of the Hungarian Academy of Sciences, in his article “Analysis and Evaluation of Educational Institutions: The Example of Schools” to evaluate the effectiveness of management activities is not sufficient for a full assessment, which requires taking into account the social income and expenditure of the educational institution. It implies 3 components as social income: Labor ( for example, teaching staff), goods and services ( training materials and electricity consumption), capital services ( for example, services for buildings and facilities).[9].

Expenditure is the degree to which students are formed as active members of society and acquire knowledge and skills that can be effectively contribute to the development of the state.

A.S.Krasikov said that [8] the evaluation of the work efficiency of the head of an educational institution is just one of the tools used by higher authorities to ensure the achievement of high performance of the subordinate

organization. He also emphasized that in order to assess the effectiveness of the management activities of educational institutions, top managers need to determine what level of results meet the established requirements.

## CONCLUSION

Based on the above definitions and views, the evaluation of the effectiveness of the management of educational institutions is based on the use of resources (material, human) and tools available in the educational institution , the degree to which students are formed as members of society and the state. We can conclude that is a tool for studying the level of knowledge and skills that can contribute to the development.

The indicators used in the management efficiency of the institution can be divided into the following three interrelated groups.

1. A group of indicators that characterize the effectiveness of a management system, expressed through the performance of the institution and management costs. It can be considered examples of educational institutions include an increase in the number of graduates, research, various grants, funds from the implementation of economic contracts, the amount of capital investment in projects, professional knowledge, skills and competencies of teachers and graduates.
2. A set of indicators that represent the content and organization of the management process, including the direct results and costs of management work. Current costs for the maintenance of the administrative apparatus of the educational

- institution as management costs, maintenance of educational and technical buildings, studying and restudying of management staff, improvement of the management system, purchase of computer equipment and other tools for automation of the management process and their installation costs are taken into account. Both quantitative and qualitative indicators are used to assess the effectiveness of the management process. The efficiency, economy, speed, reliability of the control apparatus can be included in such indicators. For example, when the work of the educational department of a higher education institution is automated, it is easier for teachers to distribute workload, schedule the learning process, set control periods, monitor and analyze the results of student learning. At the same time, it improves the efficiency, economy, speed, flexibility and reliability of the management staff.
3. The organizational structure of the institution, a group of indicators that characterize the appropriateness of its technical and organizational level. This group can include organizational units, centers, departments, such as departments and divisions in the educational institution, the purposeful organization of departments into faculties, the degree of centralization of management functions, the accepted norms of management, job descriptions, etc.

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