

EDUCATIONAL MANAGEMENT CHALLENGES IN ACADEMIC LYCEUMS

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***Abstract** The article also highlights the importance of digital technologies in the modernization of higher education. The author argues that the use of digital technologies can significantly improve the quality of education, increase access to education, and enhance the competitiveness of graduates in the labor market. The article discusses various innovative approaches to teaching and learning, such as online courses, blended learning, and gamification. The article examines the challenges and opportunities that arise with the introduction of digital technologies in higher education. The author emphasizes the need for universities to adapt to the changing needs of students and employers, and to embrace new technologies and teaching methods. It also discusses the importance of collaboration between universities, government, and industry in promoting innovation in higher education. In addition, the article provides a comprehensive overview of the innovative aspects of higher education in the context of the digital society. It highlights the importance of higher education in promoting socio-economic progress and democratic reforms, and emphasizes the role of digital technologies in modernizing higher education.*

***Keywords:** teaching Turkish as a foreign language; linguistics; culture in foreign language teaching, vocabulary, vocabulary teaching, strategies.*

Discussions of teaching in adult education often downplay the influence of situational, political, and social contexts even though these factors can strongly influence both teachers and their practices. Yet teachers' approaches and strategies are not established alone but built up and defined through regular interaction with others (Hargreaves, 1995), we can say in other words, teaching is a socially-embedded practice.

These cultures are created and shaped by a variety of factors, including the school's values and beliefs, the community's expectations, and the individual teacher's own experiences and beliefs. They are also influenced by external factors such as government policies and standardized testing. One of the key elements of classroom cultures is the teacher's role and authority. In many cultures, the teacher is seen as the ultimate authority figure, responsible for maintaining order and discipline in the classroom. This can lead to a top-down approach to teaching, where the teacher is the sole source of knowledge and students are expected to passively receive information.

Another aspect of classroom cultures is the emphasis on conformity and compliance. Many cultures value students who follow rules and behave in a certain way, rather than encouraging critical thinking and individual expression. This can create a stifling environment for students who may feel pressure to conform to societal norms rather than explore their own interests and ideas. Classroom cultures also play a role in student-teacher relationships. In some cultures, there is a strict divide between teacher and student, with little room for personal connections or understanding. This can create a barrier to effective communication and hinder students' ability to form meaningful relationships with their teachers.

However, not all classroom cultures are negative or limiting. Some cultures prioritize collaboration and student-centered learning, where students are encouraged to actively participate in their own education. These cultures value diversity and promote critical thinking and creativity.

Higher education in the 21st century aims to achieve three goals: to develop the activities of specific knowledge in the major disciplines, to promote the development of essential generic skills and to stimulate the reflection of the lessons learned in the application of everyday life (Njenga & Fourie, 2010; Schneckenberg, Ehlers, & Adelsberger, 2011). For Johnson and Aragon (2003), ideal learning environments should address individual differences, motivate students, avoid information overload, create a real-life context, drive social interaction with practical activities, and drive reflection. But how to meet these goals, with overcrowded classes, common in emerging economies' universities and colleges? Full classrooms became common because of the need to graduate a larger number of professionals to meet market demands (Baepler, Walker, & Driessen, 2014), due to the budget contraction of many universities and because of the economic recession suffered in many parts of the world, linked to the increase in unemployment that drives people to continue studying (Barr & Turner, 2013) and also, due to the need for time and space flexibility required by an increasingly diverse population (Boelens, Voet, & De Wever, 2018). The answer can be found in the use of digital information and communication technologies (ICTs) in education (Barr & Turner, 2013), to complement various learning activities, changing school dynamics, especially regarding the organization of time and space, transforming both the relationship between teachers and students, the interaction among students and the relationship of learning with technology (Whiteside, Jorn, Duin, & Fitzgerald, 2009). ICTs have an important ally on the Internet by enhancing technology-mediated education for the generation of higher quality students. Horn et al. (2015) defines blended learning (BL) as the formal education program in which students learn the content and instruction of the subjects, also using online resources that allow them to have control over the time, place, pace and progress of the courses. The other part of the teaching takes place in the classroom, where the learner can interact with other students and count permanently with the supervision of a teacher or tutor. According to Kim (2007), among some of the reasons for implementing hybrid programs, it can be mentioned: increased learning effectiveness, improved learning convenience, better institutional reputation because of the use of technology platforms, cost savings related to instructors' reduction, lower demand for university and school physical space, reduction of motor vehicle traffic, less parking congestion, among others. Otrell-Cass et al. (2014) highlight that both the physical and virtual environments have their strengths and BL can capitalize on the advantages of both environments. Among the benefits: improvement in the collaboration, interaction, and communication of students, enabling better results in the understanding of concepts, analytical skills, and group integration. BL also has challenges: accessibility problems, poor or intermittent internet bandwidth in some regions, increased workload of teachers, lack of training and/or acceptance of technology and methodologies (Gunathunga & Hewagamage, 2015) and community concern for the quality of courses and careers (Oliveira Jr., 2018), to name a few. In Brazil, distance and hybrid education programs began in the 1990s, initially led by public institutions, as a result of the publication of "Law and Guidelines and Bases for Education" (Law 9394/1996) which recognizes distance learning as a methodology with official value; and massively since 2002, with the participation of the private education sector (Giolo, 2008). BL in Brazil requires the inclusion of the integrated use of ICTs for the accomplishment of pedagogical objectives, as well as face-to-face meetings and

tutoring activities, foreseeing the existence of qualified teachers, with specific teaching hours for face-to-face and distance moments. However, all evaluations must be carried out exclusively in person (Brasil, 2016).

Having stated these arguments, the objective of this paper was to analyze the BL modality of the Management career, evidencing the challenges of this approach and pointing out the changing role of both teachers and students, in the perspective of university professors with experience in traditional, distance and blended education, who exercise the teaching in various educational institutions in southern Brazil.

In the context of this study, notwithstanding the existing literature on educational environments suggests that their characteristics impact both teaching and learning, few studies support their claims with some type of empirical evidence (Topu & Goktas, 2019; Urias & De Azeredo, 2017; Whiteside et al., 2009). Also, research related to this type of teaching in non-Anglo-Saxon universities is scarce (Pallisé, González, Vergés, Daniel, & Fonseca, 2018). Thus, a research gap was identified, since this study deals with the perceptions of teachers on BL and its impact on the education of students, including the educational strategies and technologies.

Academic lyceums, like any educational institutions, face various challenges related to educational management. Some of the common challenges in managing academic lyceums include:

Recourse allocation. Balancing limited resources, including financial, human, and physical resources, can be a significant challenge. Prioritizing and optimizing the use of available resources is crucial for the effective functioning of academic lyceums.

Curriculum Development and Implementation Designing a curriculum that meets both national educational standards and the specific needs of students can be challenging. Additionally, ensuring effective implementation of the curriculum and keeping it updated to reflect changes in the academic landscape is an ongoing challenge.

Teacher Recruitment and Retention: Securing qualified and experienced teachers can be a persistent challenge. Retaining talented educators and providing continuous professional development to enhance their skills is essential for maintaining a high standard of education. Technology integration: Keeping up with advancements in educational technology and effectively integrating them into the teaching and learning process is a challenge. This includes providing adequate training for teachers and ensuring that students have access to the necessary technology. Student engagement and performance and Encouraging active student participation, addressing individual learning needs, and ensuring high academic performance can be challenging. Educational managers need to implement strategies that foster a positive learning environment and support student success.

Assessment and Evaluation: Designing fair and effective assessment methods, as well as consistently evaluating student and institutional performance, can be complex. This includes adopting appropriate evaluation metrics and adjusting them as needed.

Parental involvement: Encouraging and maintaining meaningful parental involvement in the educational process is crucial. This can be challenging, particularly if parents have limited time or face barriers to engagement.

Addressing these challenges often requires collaboration among administrators, teachers, students, and parents. Continuous communication, professional development, and a commitment

to educational excellence are key components of effective educational management in academic lyceums.

In addition to collaboration among stakeholders, effective educational management in academic lyceums also requires a focus on continuous improvement and innovation. Administrators and teachers must be willing to adapt to changing circumstances and embrace new technologies and teaching methods. They should also prioritize professional development opportunities for themselves and their staff, to ensure that they are equipped with the skills and knowledge necessary to provide high-quality education.

Another important aspect of educational management is the use of data and evidence-based practices to inform decision-making. This includes collecting and analyzing data on student performance, as well as monitoring the effectiveness of teaching strategies and interventions. By using data to guide their decisions, administrators and teachers can ensure that they are meeting the needs of all students and continuously improving their educational programs.

In conclusion, a commitment to educational excellence is essential for effective educational management in academic lyceums. This includes setting high expectations for student achievement, providing rigorous and challenging coursework, and fostering a culture of academic excellence. Administrators and teachers should also prioritize the development of critical thinking skills, creativity, and problem-solving abilities, to prepare students for success in higher education and the workforce.

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