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MANAGEMENT ACTIVITIES OF HEADS OF HIGHER EDUCATIONAL INSTITUTIONS BASED ON FOREIGN EXPERIENCE

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ABSTRACT

This article examines how foreign higher education management practices can inform the improvement of institutional governance in Uzbekistan. The study applies a comparative and analytical approach to management models used in Germany, England, the United States, and other developed systems, with particular attention to institutional autonomy, strategic planning, quality assurance, financial diversification, staff development, and international cooperation. The analysis shows that effective university management depends on a balanced combination of state regulation, internal self-governance, transparent accountability, and continuous monitoring of educational outcomes. The findings also indicate that rigid administrative structures limit institutional flexibility, whereas hybrid management models allow universities to respond more effectively to labor-market demands, technological change, and global competition. Based on the comparative evidence, the article proposes strengthening strategic leadership, expanding financial autonomy, introducing modern quality-management mechanisms, developing the professional competence of academic and administrative staff, and improving external and internal evaluation systems. It concludes that a hybrid management model adapted to national conditions can enhance the competitiveness, sustainability, and educational quality of higher education institutions in Uzbekistan..

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Keywords: *management, head, educational institutions, organization, formation, higher educational institutions.*

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Introduction

The management of a higher education institution in modern conditions is, first of all, the management of its development processes. The goal of the university's management is to create a management model in which the competencies and powers, functions and responsibilities of all subjects of higher education management will be clearly distributed and coordinated.

Scientific research is being conducted in the global education system aimed at organizing the process of forming the social creativity of future education managers, improving management mechanisms, modernizing the system of training managerial personnel in education based on modern principles of quality management, and creating intelligent information systems for improving innovative activity of personnel.

The planning and control of a scientific and pedagogical career lies in the fact that from the moment a teacher is accepted into a university until he is expected to leave his job, it is necessary to organize a systematic vertical promotion of the employee through the position system, as well as his professional development. A teacher should know not only their short- and long-term prospects, but also what indicators they need to achieve in order to count on promotion. In the process of evaluating the staff of the department, some imbalance is often revealed between the potential of the teaching staff and its required level.

In modern conditions, this is primarily due to profound changes in science and the need for teachers to familiarize themselves with a wider range of research literature, as well as the desire of many universities to introduce new programs in business, economics, law, finance and banking, programming, and foreign language learning. When such disagreements arise, there is a need to train the staff of the department, to improve their skills. In order to be competent, active, and easily receptive to innovations in any field of activity, a teacher needs a high level of qualification, achieved only through continuous, focused learning and the development of their potential.

Research Methods

The purpose of this article is to analyze the approaches of strategic management in the management of the higher education system of Uzbekistan, identify key problems and develop recommendations for their solution.

Thus, the teaching staff of the department is more focused on the professional position of the teacher. The problem of personnel development in higher educational institutions is reflected in the works of: Bagautdinova N.G., Bogdan N.N., Glukhova V.V., Egorshina A.P., Zhilina A.I., Zhurakovsky V., Korolkova V.T., Malakhova T.Yu., Manuylova V.I., Mogilevkina E.A., Prikhodko V., Reznik S.D., Romankova L.I., Sazykina O.A., Fedorov I., Shesternina O.I. and other authors.

The works of Bazarova T.Yu., Dyatlov V.A., Egorshin A.P., Kurbatova M.B., Magura M.I., Odegov Yu.G., Smirnov E.A., Travin V.V. and other authors are devoted to the organization of the process of intra-company vocational training and the study of modern methods of continuing education.

In our opinion, in the context of modernization of education, the socio -pedagogical necessity of organizing and improving the educational management process is determined by the following factors:

1. The development of science and technology, socio-economic renewal require the improvement of the continuing education system, especially the educational process in institutions of higher education, based on the study of advanced foreign experience, the use of innovative approaches and information technologies in education, taking into account the requirements of the labor market.

2. Creation and implementation of effective organizational forms and technologies of personality-oriented learning that contribute to the development of students' awareness, intellectual potential, social activity and creative skills.

3. The need to develop the professional and innovative competence of management personnel in the context of mastering and implementing innovations in educational practice.

In recent years, in Western Europe as a whole, there has been a trend of absolute and relative growth in state and other public allocations to higher education, accompanied by streamlining and strengthening external control over their spending. However, as a rule, this supervision does not affect the existing internal autonomy of universities, but is aimed at coordinating the results of their activities with the costs incurred. The governing bodies in universities and the order of their formation in Western countries are diverse. The competition between universities for the quality of specialist training in the West requires an objectively grounded approach to all components and aspects of their organization and activities. An important role in this is played by the previous preparedness of applicants, from whom the student body is recruited.

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There are no departments in US universities. Academic programs are formed within the faculties, led by professors. This ensures the flexibility of the university's structure in terms of the development of new areas. The education system has a pronounced individual orientation. It ensures the formation of a specialist as a professional, develops the creative potential of a personality, and gives a sense of self-confidence. In general, the structure of American higher education is characterized by great diversity, depending on the volume of scientific research, the levels of academic courses taught and academic degrees awarded.

When implementing quality management in a higher education institution, first of all, there should be an interest of senior staff, that is, the rector and vice-rectors, in launching this system. Each university should implement the principles of universal quality management, adapting them to its conditions and peculiarities.

An analysis of the quality management of educational institutions allows them to be divided into two groups:

1. Under the state quality control of the education management system, which operates under the active influence of ministries and agencies, licensing, accreditation, rating, and financial resource allocation mechanisms are being implemented, with special attention being paid to evaluating the performance of educational institutions. A similar model of the quality management system is typical for many European countries (for example, France, Germany) and the Scandinavian countries (in particular, Sweden).

2. In the absence of traditional public administration structures, the functioning of the quality management system in educational institutions involves strengthening the role and importance of self-assessment procedures in the process of their formation. This approach is widely used, in particular, in the USA and the countries of Southeast Asia. The importance and relevance of such quality management models is steadily increasing within the global educational community.

The organization and management of education involves the study of current regulatory documents and advanced pedagogical conducting surveys, assessing the reliability and significance of the information collected, its analytical processing, generalization and systematization, as well as the scientifically sound application of statistical and mathematical analysis methods. This requires effective use of information collection methods.

To ensure the effectiveness of the management process of an educational institution, it is necessary to analyze the current state, make a pedagogical diagnosis and maintain the process at the required level, followed by its transfer to a qualitatively new one. degree. This requires coordination and regulation of the staff's activities. aimed at ensuring their active participation. In these conditions , the regulatory and coordinating function on the part of teachers is realized.

Most teachers who wisely use creative management methods do not demonstrate the superiority of their position, encourage students' initiative, maintain equal and sincere relationships with all students, respond appropriately to their opinions, taking into account different situations, and introduce methods of cooperation suitable for students.

The main specific features of higher educational institutions as objects of the quality management system implementation include the presence of an extensive organizational structure of three levels of management - university, faculty, department; a large number of suppliers and internal consumers, a variety of internal documents of higher educational institutions.

Results

Higher education in Germany is regulated by the Law on Higher Education, adopted by the country's parliament, as well as a series of laws of individual Countries. The coordination of activities and the development of methodological principles for the activities of higher education are carried out by the Conference of Rectors of Germany. The university's charter is developed by the staff itself. The

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management is carried out by the rector or president, vice-rectors or vice-presidents and the chancellor. The Academic Senate oversees academic and scientific work. It is formed from representatives of university departments, students, and external organizations. They are given independence in determining the structure, content and methods of teaching, in organizing scientific research, and in allocating finances.

Higher education in England is dominated by a dual system combining executive and legislative management units. The main bodies of collective management are the Board of Trustees, the Senate, and the Administrative Council. Some of the seats in the Senate (the legislative body) are occupied ex officio by the heads of the university, while other positions are held by the departments. The Administrative Council consists of the heads of university services.

Higher education in Uzbekistan is a dynamically developing system that has undergone large-scale reforms aimed at expanding the autonomy of universities, introducing academic freedom and improving quality to international standards.

The higher education system in Uzbekistan is undergoing significant changes due to the need to meet international standards and the needs of the labor market.

Chart 1 is presented below to provide a comparative visual synthesis of the management dimensions discussed in the results section.

Chart 1. Comparative analytical assessment of management dimensions across selected higher education systems

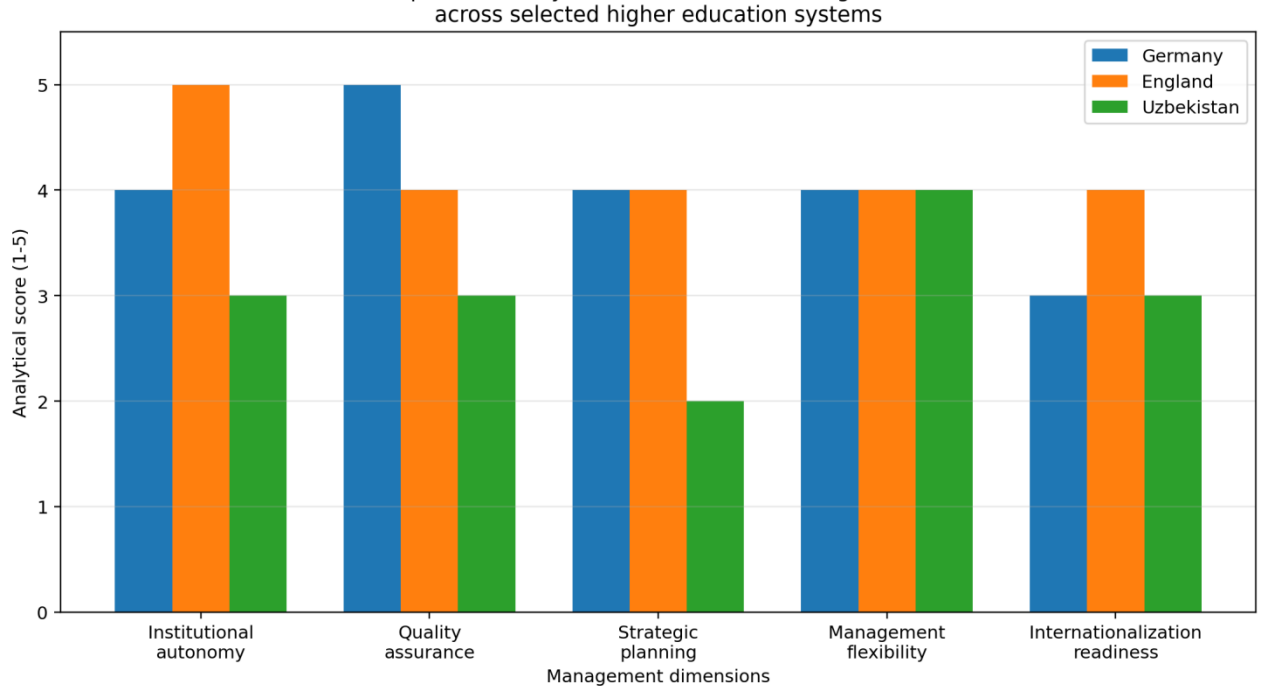


Chart 1. Comparative analytical assessment of management dimensions across selected higher education systems.

Note. The scores in the chart use a five-point analytical scale derived from the article's comparative discussion of Germany, England, and Uzbekistan. They summarize the relative emphasis placed on institutional autonomy, quality assurance, strategic planning, management flexibility, and internationalization readiness, and are intended as an interpretive visual aid rather than an independent empirical measurement.

The organization of interaction includes the following main elements: definition of joint goals, tasks, functions; definition of jointly used methods and means; information exchange procedure; procedure for joint management of performers; accounting and evaluation of the results of joint work, as well as control over them. In general, the organization of interaction is based on departmental and interdepartmental regulations and other official materials. Responsibility for interaction in the implementation of a management decision lies with the head of the relevant organization, his deputies, and heads of structural divisions (it is known that in the process of executing a decision, the success of a case

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significantly depends on the actions of employees within the department or service and on the interaction and coordination of employees of the organization with other structures, institutions, authorities and management).

Discussion

Strategic management in the higher education system involves defining the mission and goals of an educational institution, developing strategies, implementing them, and evaluating the results. According to I. Ansoff's concept, strategic planning should be based on three key elements: goals, constraints and external factors. In the context of higher education, this includes the management of intellectual capital, infrastructure and reputation of universities.

Based on the above data and the interests of the higher educational institution itself and the consumers of its educational services, the following goals can be formed for creating a quality management system in a higher educational institution:

- achieving a quality level of specialist training that meets the requirements of employers (the required level of quality in terms of the demand for university graduates and the modern competitiveness of graduates);

- achieving an operational quality level of specialist training that meets the potential requirements of employers (a promising quality level that ensures long-term operation and competitiveness of the university).

Based on the results of the analysis of a comprehensive study of the education system of the Republic of Uzbekistan conducted in 2017 by an authoritative group of foreign experts organized in cooperation with the United Nations Committee on Education, Science and Culture (UNESCO) and the consulting organization (DGP Research & Consulting), It is revealed that in the process of higher education, the integrity of theory and practice is not effectively organized, students' qualification practice is conducted at industrial enterprises, the quality control mechanism of education is not formed at the level of modern requirements, and there is a lack of qualified teaching and management personnel in educational institutions, participation of economic sectors in the formation of orders for personnel training in the future, the development of qualification requirements for graduates, and ensuring the quality of training of the necessary specialists does not meet the requirements.

This shows that the cardinal improvement of the content of training highly qualified competitive personnel in the republic's higher education system by ensuring that higher education programs meet the requirements of the changing labor market, further expanding the participation of economic sectors in improving the quality of training highly educated specialists, based on the prospects for socio-economic development of the country, the needs of society, modern achievements of science, culture, technology and technology, It is one of the most urgent tasks of today.

In higher education institutions, such mechanisms as Benchmarking (a problem-solving mechanism through comparative analysis of the components of a higher education institution's activities), Total quality management (a general management system for improving the quality of education, including: the quality of graduates, the quality of the educational process, and the quality of staff qualifications) are being introduced into pilot practice, strategic management. Along with this, it is possible to improve the quality of education in higher educational institutions through the use of educational process management systems such as Blended Learning (a system of student-teacher interaction for education through a single electronic system), Tuning (an educational process based on general professional and special competencies), as well as the organization of individual classes in teaching special disciplines based on from the specifics of the disciplines.

External quality assessment, focused on standards and performance indicators in the higher education system, is more widespread in the world. The main elements of this system are standardization and licensing, certification and accreditation, as well as a comprehensive assessment of educational

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institutions in general and individual specialties based on a rating system. All these processes include conducting internal audits. The basis for an objective assessment of the quality of education is made up of state educational standards, qualification requirements and quality indicators for their implementation.

Based on the experience of developed countries, in order to assess the quality of education and monitor it, it is necessary to rely on the following criteria:

1. Each educational program of a higher educational institution submitted for accreditation and attestation must have:

- a mechanism for evaluating and correcting the achievement of clearly formulated, documented goals that meet the university's plan and the requirements of potential consumers of this program;
- work plans and curricula of academic disciplines, the tasks of which correspond to the formulated program goals;
- continuous monitoring of the implementation of the curriculum and the solution of tasks, as well as a feedback mechanism for improving the educational program.

2. The educational program must comply with the state educational standard of the field of education, the qualification requirements of educational areas and specialties, ensure the breadth of specialist training according to the name of the program and the necessary depth of training in the established field of specialization.

3. When accrediting educational programs, an important factor is the level of students' training, the quality of education and their readiness for professional activity.

4. The teaching staff should consist of specialists from all fields of knowledge covered by educational programs. Their level of qualification can be confirmed by the following components: basic education, additional education (advanced training, internships), scientific and pedagogical experience, striving to improve educational programs and increase the effectiveness of education, participation in professional communities, receiving scholarships and grants, awarding titles in the field of science and technology, etc.

5. As a result of mastering the educational program, the graduate must have a level of readiness for professional activity.: the ability to put into practice the knowledge acquired during the period of study in their specialty; skills in planning and conducting experimental work, data analysis and application; willingness to work in a team on interdisciplinary topics; skills to formulate and solve problems based on their specialty; ability to understand professional and ethical obligations; skills of effective teamwork; development factors necessary to understand the global and social consequences of industry development decisions; understanding the need for constant search and the skills of searching and learning; knowledge of modern social, political and scientific and technical problems; skills in applying mastered methods in their work practice.

6. A higher education institution should have a system of employment, studying the quality of knowledge and skills of specialists and the demand for them, tracking their professional growth (career), continuous training and advanced training of university graduates. The information obtained through this system should be used to further improve educational programs.

The proposed recommendations, based on the principles of strategic management, can contribute to improving the competitiveness and effectiveness of Uzbekistan's higher education system.

Figure 1 below summarizes the hybrid management model proposed in this article on the basis of foreign experience and national higher education reform priorities.

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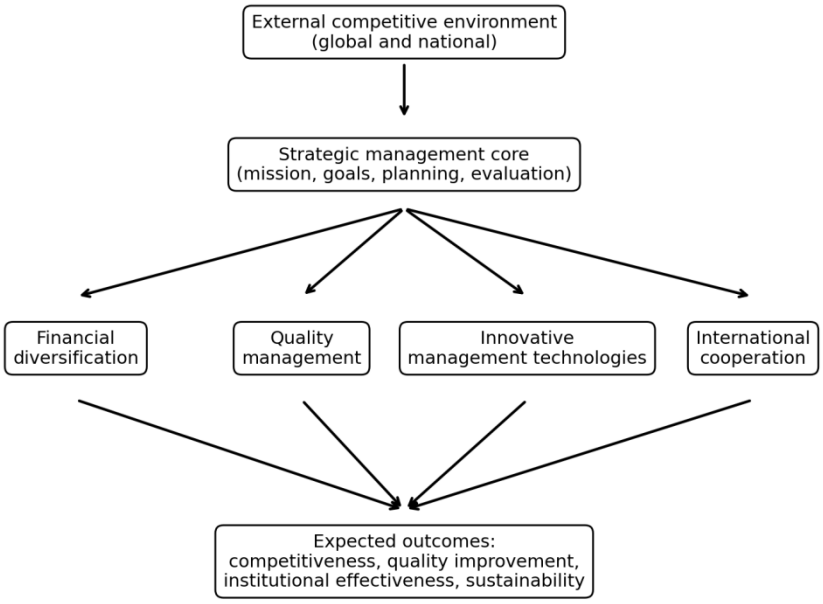


Figure 1. Hybrid management model for higher educational institutions based on foreign experience.

Note. The figure conceptualizes the interaction between the external competitive environment, the strategic management core of the institution, and four operational pillars: financial diversification, quality management, innovative management technologies, and international cooperation. Together, these components support institutional competitiveness, quality improvement, and long-term sustainability.

Conclusions and Recommendations

The following measures are proposed to improve the effectiveness of university management based on strategic management: Universities should develop long-term strategies that include goals for modernizing educational programs and increasing competitiveness. Expanding the practice of financial independence for a larger number of universities in order to attract extra-budgetary funds.

Therefore, the head always has the goal of creating a team that successfully fulfills its professional and pedagogical purpose; so that professional abilities develop in a socio-psychological atmosphere, and antisocial traits and inclinations are suppressed.

In this regard, the head always acts not only as the organizer of the work of people subordinate to him, but also as their educator, as a teacher. This means that modern administrators should not lose sight of the educational and pedagogical consequences of their managerial work; they cannot help but think about how the implementation of the planned decisions will affect the personal qualities of subordinates. The primary responsibility of managers is to improve the efficiency and quality of collective work, to form the necessary personal qualities in subordinates.

When managing the quality of higher education and improving it, the following recommendations should be taken into account:

1. In our republic, in order to improve the quality and competitiveness of higher education, measures should be taken to effectively use its diagnostic methods.

2. Diagnostic indicators and quality parameters of education need to be constantly changed and supplemented based on the analysis of international experience.

3. In order to ensure the quality and competitiveness of higher education in the republic, the study of modern methods of quality of higher education in developed countries can accelerate the entry of higher education institutions into internationalization.

4. Based on the best foreign experience, it is advisable for independent organizations to diagnose the quality of education in higher education institutions in our republic, as well as for each higher

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educational institution to independently determine quality indicators and demonstrate the level of its positions.

5. The development of the higher education system can be achieved through continuous improvement of the quality and level of professional skills of teaching staff, advanced training and internships of teaching and research staff abroad, increasing the potential of staff along with improving their quality and competitiveness.

6. Further improvement of education quality management mechanisms is needed. Because diagnostics helps to identify positive and negative factors affecting the quality of education. That is, along with gaps in the level of professional training, it also serves to demonstrate high results, achievements, exemplary, advanced working methods used by advanced teachers, and the level of their pedagogical skills.

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