

**PROVIDING EFFECTIVE ACTIVITY OF HIGHER EDUCATION INSTITUTIONS OF
THE REPUBLIC OF UZBEKISTAN IN THE EDUCATIONAL SERVICES MARKET,
DEVELOPING A DEVELOPMENT STRATEGY.**

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Annotation: *This article focuses on the role of the management function of motivation in ensuring the effective functioning of the educational services market, the management functions in higher education to maintain internal stability, its integrity and structure, as well as to choose a strategy for the development of its activity, and to prepare and implement suitable recommendations for working in a competitive environment.*

Key words: *higher education, organization, educational services, student, graduate, management, management, motivation, salary, strategy, educational strategy, material incentive, competition*

As in other organizations in the service sector, a condition for the successful implementation of management functions in a higher education institution is the establishment of boundaries between the external and internal environment, as well as in the process of establishing the internal environment between its components. The formation of an organization leads to the selection of a separate part of the mass of disordered (or orderly) phenomena that has the status of a part (subsystem, division) of an organizational structure or system.

It is not difficult to see that management functions are implemented as an educational system in the activity of HEIs. "Educational process management" function involves coordinating the activities of the structural units of the university in the field of curriculum content, monitoring the quality of education. The "scientific activity" function is related to research and development in areas important for increasing the competitiveness of graduates in the labor market. Science is an innovative resource of the education management system. The unity of educational and scientific activity provides graduates with modern knowledge in the fields of science and technology, economic theory, economy and production organization, accounting and auditing, methods of modern economic analysis, etc. The "Development of educational technologies" function ensures the use of scientific and technical progress in improving the quality of educational services. The Human Resources function includes determining staffing needs, training, education and support, and qualification requirements for other employees, as well as improving the certification and incentive system. The function "Working with students" includes admission and graduation planning, current monitoring of students' learning and teaching quality, interim control of the level of knowledge, final attestation of graduates, necessary for the formation of highly qualified specialists in a specific field of their future activities and scientific research work of students. forms other lines of work.

The student is at the center of the educational process. It is for this consumer that lectures are given, textbooks are written, and new educational technologies are being developed. The student is the "material" that should become the final result of the educational process. This result is, first of all, a specialist with a higher professional education. The quality of knowledge can be determined by its fundamental nature, depth, and relevance to post-graduation work. The competitiveness of graduates in the labor market, in our opinion, should be determined according to the following criteria. The

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duration of work in a specialty after graduation is the share of graduates who are employed in their specialty out of the total number of graduates in this specialty in the corresponding year. The effectiveness of the educational service can be evaluated by the percentage of those working in the specialty in the total graduation of full-time students.

About 50% of those who graduated from full-time departments of higher educational institutions are employed, which indicates the demand for specialists with higher professional education by their organizational structures. Here, attention is paid to the quality of educational services provided by full-time departments of state HEIs. This is because non-public university graduates, even full-time students, usually combine work with study because they pay for their own tuition.

The achievements of graduates are also an indicator of the quality of knowledge acquired. Therefore, it is appropriate for the management of HEIs to monitor the professional activities of graduates. Project control plays a major role in modern HE management, which is useful for supporting change projects in universities. Project control includes checking the achieved result, comparing the scope of work with the established parameters, deadlines and costs. The management function, such as motivation, has a special place in ensuring the effective functioning of the university in the market of educational services.

- In this regard, it is appropriate to dwell on the main rules of motivation theories. Analysis of the content of motivation models (F. Gersberg, A. Maslow, D. McClelland, L. Porter, E. Lawler)¹.

Motivation theory has a certain evolution as an integral part of management science. The most complete reflection of the position of the theory, motivation Meskon F.H., Albert M. and Khedouri F.'s collective work, motivation as a feeling of lack of something, is a behavioral manifestation of a need, aimed at it, to achieve a goal, that is, to satisfy a need that serves as a motive for action. Truth is everything that a person considers valuable to himself. Concepts of values are specific and individual for each person. Expectation is a person's assessment of the probability of a certain event, it is the ratio between the efforts spent in management and the results obtained. The desire to meet the expectations of employees is an incentive to motivate work.

All these rules of the main theories of motivation are also relevant for the implementation of the "motivation" function in higher education institutions. Thus, motivation can be considered as a sign (property) of a person (object of control). Motivation is a management stage (part of the management cycle), motivation is human activity that is a function of its vital support, motivation and encouragement are homogeneous in semantic content, as separate elements (stages of the management cycle). The mechanism of the hierarchy of needs is strictly regulated in the management cycle, the subject in terms of content corresponds to the field of activity in the field of management in the university, as well as in other organizations in the service sector (for example, management of university employees).

Despite the trend of increasing education funding, the state financial support of the education sector is insufficient and external influences (external publications that create a certain image of the university in the external environment). Incentives are not tied to the time employees spend on providing the necessary materials for the learning process. Work motivation is one of the important factors of work performance, it helps to effectively use the work potential of employees. You should also consider the value of non-material incentives. After all, in addition to a decent salary for professors and teachers, the recognition of colleagues, fame in a certain field of science, etc. are important. It is noted in the literature that any activity includes a goal, a tool, and the activity process

¹ Мескон М.Х. Альберт М., Хедоури Ф. Основы менеджмента. Пер. с англ.- М.: Дело, 1993, с. 366-388)

itself. Activity is the real driving force of the social process and the condition of existence in the society itself. This is fully applicable to higher education. Educational management is a targeted activity of all subjects aimed at ensuring the formation, optimal functioning and mandatory development of each educational institution at all levels and the entire system. It should be noted that the average monthly salary in higher educational institutions does not allow the theory of motivation to be put into practice. The average monthly nominal salary in higher education institutions is about 82%. reduced wages in the economy as a whole by more than 66% compared to wages in industry. The state will independently form a salary fund for employees at the expense of the budget allocated for the maintenance of the higher education institution and other sources not prohibited by the laws of the country. The salary fund is calculated based on the number of employees and the average rate. The number of teaching staff is determined taking into account the planned contingent of students at the beginning and end of the calendar year and the estimated rate per teacher.

Financial incentives for employees of higher education institutions are mainly carried out at the expense of extra-budgetary sources. Many higher education institutions are increasing the number of students studying on a paid basis, developing various forms of paid education. As a rule, professors and teachers, in addition to financial incentives, have motivational factors such as passion for the field of science, commitment to pedagogical work, the ability to self-realize from a scientific point of view (dissertation defense, obtaining a diploma). academic title), as well as the desire for self-realization, can be considered an allowance for official salaries (40% for the position of associate professor; 60% for the position of professor).

Summarizing the above, we can conclude that management functions in higher education institutions are aimed at maintaining internal stability, eliminating deviations in the processes that determine the existence of the system, its integrity and structure, as well as choosing a strategy for the development of its activities. Development of a higher education institution in a competitive environment is impossible without a clear choice of behavioral strategy in the market of relevant educational services. The situation in a number of state and non-state institutions is mainly due to the lack of a development strategy. Strategy selection can be defined as the process of developing and making managerial decisions. The strategy should help to strengthen the position of institutions in relation to competitors and should be a comprehensive plan to achieve the set goals. The chosen strategy should ensure the long-term and effective operation of the higher education institution in the competitive environment.

The choice of strategy affects the competition. If there is a competition, the university has the opportunity to choose the most promising applicants. It is not difficult to see a slight decrease in competition in state higher education institutions, which is to some extent related to the competition of non-state universities, which focus on training personnel in the field of entrepreneurship. Changes in the higher education system include the use of socio-economic forecasting and strategic planning methods in the management of higher education institutions, as well as the education system in general. Education socializes a person economically, socially and culturally. Note that the process of socialization is the interaction of society and the individual. The importance of improving educational services lies in the fact that education affects all processes occurring in society.

Most countries focus on education policy (content, principles and implementation directions). In 1998, the World Conference on Higher Education was held in Paris, which recommended that all countries develop a set of measures of a "prospective and relevant" nature to ensure universal education. Declaration of Human Rights in Education. This primarily refers to the development of national-state education policies aimed at meeting the needs of the population for education and training services in accordance with their abilities and career choices. The main task of the state

education policy is to create an education system that organically fits into the mainstream of the international education system.

The education policy of modern states includes the following components:

- state education policy;
- educational policy of civil society institutions;
- regional education policy;
- city education policy.

The state establishes the legal forms and mechanisms of regulation of this activity and creates a coherent system of educational activities. The state also forms the process of training and retraining of personnel, determines the minimum knowledge, skills and qualifications required for the training of specialists of any profile. The minimum knowledge of relevant specialties is determined by the state educational standard. At the same time, the country's education system is mainly owned by the state.

Modern education policy is aimed at information. Strategies and tactics of educational institutions cannot be implemented without taking this factor into account.

The following principles are characteristic of the state education policy:

- from the point of view of national and regional components of state educational standards, the capabilities of the country's subjects and regional differences are taken into account when defining their policy in the field of higher and post-higher education;
- continuity and consistency of the educational process;
- To preserve and develop the achievements and traditions of higher education, to integrate post-university professional education systems into the world higher education system;
- ensuring competitiveness and transparency in determining the priority areas of science and technology, technology development, as well as training of specialists, retraining and upgrading of skills;
- state support for the training of specialists in the priority areas of fundamental and applied scientific research in the field of higher and post-higher education.

The country's education policy is characterized by the preservation of the traditional foundations of the education system and, at the same time, the multifaceted diversity of the education system, the combination of state and non-state education structures, which creates a competitive environment.

In the competitive environment in the field of educational services, it is especially important to rationally approach the choice of a modern university strategy that provides a range of educational services to various groups of the population. The basis of the development of the strategy of the institution in a competitive environment is to determine its goals and potential. When determining the general goal, the main direction of the university's activities, as well as the principles of its work in the external environment both in the country and abroad, business relations, cooperation with other institutions, working with regions, attitude to the consumer, organizational culture, traditions, and the climate in the team should also be taken into account. .

The general goal of state HEIs should be to maintain the capacity to produce and provide high-quality educational services to consumers based on the use of modern educational technologies. The following should be taken into account when making a strategic choice:

- requirements for the quality of education;
- requirements for the quality of the teacher;
- the state of the material and technical base of the university;
- motivation of teaching staff;

- the quality of educational programs and other educational and methodological developments;
- quality of students;
- infrastructure quality;
- quality of knowledge;
- innovative activity of management;
- introduction of technological innovations;
- demand for graduates;
- risk of lack of demand for educational services;
- rational placement of personnel, distribution of tasks;
- providing connections between subsystems of HEI and management of these connections;
- the results of analysis and control for making quick management decisions aimed at correcting the strategy, taking into account the influence of external and internal environmental factors.

An important step in the development of an HE strategy is to analyze the gaps between the intended goals and real opportunities, or to analyze the gaps (gaps) and determine ways to solve them.

The main stages of gap analysis:

- 1) determining the main interests of the enterprise from the point of view of achieving long-term goals (for example, increasing the volume of production);
- 2) to clarify the real capabilities of the enterprise at the moment, within three years, within five years;
- 3) determining the specific indicators of the strategic plan that correspond to the main interests of the enterprise, for example, increasing the volume of services by 3%;
- 4) determining the difference between the indicators of the strategic plan and the opportunities arising from the actual situation of the enterprise;
- 5) development of ways to eliminate identified deficiencies or reduce specific indicators;
- 6) determining the main interests of the enterprise from the point of view of achieving long-term goals (for example, increasing the volume of production);
- 7) to clarify the real capabilities of the enterprise at the moment, within three years, within five years;
- 8) long-term determination of the main interests of the enterprise in achieving its goals (for example, increasing the volume of production);
- 9) to clarify the real possibilities of the enterprise at present, within three years, within five years;
- 10) determining the specific indicators of the strategic plan that correspond to the main interests of the enterprise, for example, increasing the volume of services by 3%;
- 11) determining the difference between the indicators of the strategic plan and the opportunities arising from the actual situation of the enterprise;
- 12) development of ways to eliminate identified deficiencies or reduce specific indicators.

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