

IMPROVING THE MANAGEMENT EFFICIENCY OF THE HIGHER EDUCATION INSTITUTION THROUGH ECONOMIC DIAGNOSTICS

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Abstract: The article describes the role of economic diagnostics in ensuring the effectiveness of higher education institutions and the importance of diagnostic principles in management. A scientific conclusion and practical recommendations related to the economic evaluation of higher education activities are given.

Key words: higher education institution, diagnostic principles, economic diagnostics, educational services, management decisions.

Introduction:

The result of the activity of the higher education institution is, first of all, the trained personnel and their quality. At the moment, humanitarian qualities of personnel are important for society along with professional qualities, and these two aspects are inseparable. However, in the conditions of market relations, the professional quality of personnel (ability to create value) objectively comes first. In this case, the evaluation of the rating and activity of higher education institutions requires an economic approach.

The main part

Economic diagnosis is an important element of organizational and economic management processes in each higher education institution and is part of information and analytical support. It is known that the management in its content is aimed at ensuring the stability of the higher education institution (HEI) as a system and a pre-planned goal. It is also required to adapt to the changing environment while maintaining the basic objective nature of the management system. The content of management consists in processing information, maintaining the optimal variety of system elements, observing constraints, regulating and changing the interdependence of elements. By making a decision, the developed information is transformed into action. From this point of view, the successful implementation of management will depend on the collection and processing of information in an appropriate manner. Diagnostics plays an important role in the process of collecting and processing information and making management decisions, and the quality of decisions directly depends on how reasonable the diagnosis is. In a general approach, diagnostics can be interpreted as a teaching about the methods and principles of determining the inconsistencies that occur or may occur in the functions specific to the object being studied. From the economic point of view, the diagnosis of the object under study is carried out in order to increase the efficiency of its activity, to strengthen its viability in the conditions of free competition and market relations.

Diagnostics of the activity of the higher educational institution is carried out in 4 directions: 1) diagnostics of the educational process (pedagogical diagnostics); 2) diagnostics of its activity as a socio-economic structure, 3) diagnostics of the external environment; 4) diagnosis of strategic development of the institution. It can be seen that even if the above-mentioned four areas of diagnostics are covered in the OTMs, it will be necessary to take economic interests into account when studying all aspects. Therefore, in order to achieve the quality of higher education, it is necessary to carry out economic diagnostics.

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The activities of higher education institutions also include economic processes, pedagogical and scientific processes take place in it without separating them from economic relations. There is also a kind of reproduction in OTM, which is expressed in specific indicators and the dynamics of indicators. In the economic diagnosis of OTM, by focusing on changes in its economic activity, the reasons and nature of changes in other processes are clarified.

The economic diagnosis of HEIs is based on information processing. In this case, the methods used for information processing should not negate the various quality features of the processes expressed through the economic indicators in the object, but on the contrary, it should identify the problems related to these aspects. It should be noted that the qualitative aspects of the economic processes taking place in higher educational 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), and as a result, it will be aimed at achieving the necessary quality of education.

Of course, it is not appropriate to take diagnostics separately from the general chain of management decision-making process in HEI. In fact, in providing the management process with information, processing information and developing management decisions, it is necessary to fulfill many principles of diagnostic content.

Usually, the target function of HEIs is to train highly qualified personnel in the specified areas and to conduct scientific research in connection with this. The difference between the desired results and the achieved results in achieving the results from this function is considered as a "problem". Therefore, the main task of economic diagnostics is to identify economic problems related to the educational process.

Adequate analytical principles are required at all stages of data collection and processing. Therefore, information and analytical work is carried out in the development of management decisions. Also, specially specialized departments or services can deal with the preparation and analysis of information. It is also observed that individual persons are engaged in making and analyzing management decisions.

Diagnostics is carried out in the form of analysis of collected and processed information. Accordingly, the following 3 areas of analysis are important:

1. To evaluate the state (effectiveness) of the activity of providing educational services and creating educational products, to determine their changes in terms of space and time;
2. To study the main factors that led to changes in the educational potential of HEIs and to evaluate their impact;
3. Determination of reserves for improving the efficiency of HEIs.

A number of tasks can be singled out in the implementation of economic analysis: monitoring the execution of planned activities and works; rational use of labor, material and financial resources and their economic efficiency; finding and quantifying internal reserves; To show the forms of interdependence of economic indicators of HEI activity; if necessary, increase the scientific basis of business plans; Elimination of factors that have a negative impact on the activity of HEIs.

It should be noted that although it is very difficult to separate the processes and concepts such as diagnosis, control, analysis, assessment from each other, it is possible to look at the task of diagnosis as determining the truth and showing the cause. From this point of view, diagnostics in a narrow sense means revealing the problem, and in a broad sense, it means evaluating the problem, distinguishing it from other problems, finding out, and creating a logical basis for decisions by clarifying the situation.

Factors and reasons that prevent the achievement of the general goal of OTM are determined as a result of diagnosis. For this, diagnostics relies on numbers, compares numbers, tries to express in numbers the factors that caused changes in numbers. At the same time, in each case, it is based on a clear idea that the diagnostic object belongs to a certain category, knowing in advance certain important features of this category.

An important aspect of diagnostics is that the object should be studied as a system. This approach requires studying the system without separating it from the existing environment. Therefore, the environment is considered one of the important characteristics of the object as a system. The system affects the object significantly, but the object cannot control its effect on the environment. Therefore, the collection and processing of environmental data are diagnostic results. For example, when obtaining information about the financial indicators of the OTM, accounting serves as a source, and the accuracy of the information depends on the rules and methods used by accounting.

At the heart of diagnostics should be models that allow visual representation of economic information, as this will facilitate diagnostics at all stages of HSE management. Diagnostic models should serve as base models for the management information-analytical supply system. Diagnostic models should be taken as a starting point when assessing the quality of education and other targeted outcomes, as well as identifying problems and justifying decisions accordingly.

It should be noted that in most cases, the specific question that the researcher seeks to answer becomes the starting point of the general problem. Because the initial answer raises new questions. They form an interconnected whole and reflect an important part of reality. Economic diagnostics of higher education institutions face similar situations in search of answers to problems. Because higher education is emerging as the only mechanism of human nature change and social development in the 21st century.

Therefore, we believe that three aspects of education should be distinguished when considering the activity of HEIs: economic, humanitarian and socio-political. In the economic approach, the learner should acquire professional knowledge and skills to meet the demands of the labor market. From the humanitarian point of view, the educational process should form a person who realistically strives to establish his relations with other people on the basis of humane principles by acquiring knowledge about society and nature. In a socio-political approach, higher educational institution also fulfills the tasks of forming its student as a person who is loyal to the motherland, who can understand his place in social life, and who is politically and socially active.

It should be noted that the activity of HEIs is considered as a service from an economic point of view, and the direct consumer of these services is the learner. However, in a broad sense, the consumer of educational services is society as a whole. Because, first of all, the whole society is interested in educational services and quality of education. Secondly, education is mainly organized in a collective manner (joint consumption). Thirdly, the organization of the educational process completely loses its meaning outside society. Fourth, participation in the consumption of educational services strongly affects the position of each person in society.

In addition, appropriate resources should be allocated and spent for the provision of educational services. If we approach the training of specialist personnel, these expenses should be covered by the employer, and the employers should train personnel in those areas, in which directions the employers need personnel. Even in the conditions of strong intervention of the state in the economy, the state acts as a consumer of personnel and determines the quantity and quality of personnel training in all directions. In the conditions of a free market economy, the payer of education costs will be employers, and HEIs will have to strive to fully adapt their services to the requirements of the labor market.

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At the present time, there is a sharp increase in society's demands for the scope and quality of higher education services, which is reflected in the knowledge economy. As a result of the acceleration of science and technology development, information and communication technologies, microprocessor technologies occupy a central place in the structure of production resources in the economy. On the other hand, it is difficult to imagine higher education separately from the real spheres of the economy due to the creation of knowledge by the fields of science and education, and the direct application of this knowledge.

It is known that the economy of knowledge is explained by the orientation of investments in human capital and intellectual capital, the presence of intangible assets in all areas of the economy, the strengthening of innovative activities, and the penetration of science and education into the composition of innovative elements.

At the moment, higher education is interpreted as a key element in social policy. From this point of view, the development of higher education is emerging as a priority direction of social policy. Because in the economy of the 21st century, scientific research and higher education are an important element of the development of production industries. This creates equal opportunities for the improvement of 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 related to each other, and neither of them can be put second. From this point of view, it is appropriate for the state, business entities and parents to participate in optimal proportions in the payment of higher education expenses. Accordingly, each of them should have a decisive influence in controlling the quality of education. Therefore, higher education quality diagnostics should adequately represent the interests of all three consumers.

That is why the processes in OTM and its constituent units are regularly monitored and controlled, that is, monitoring is carried out. The information collected as a result of it also serves for the diagnosis of the quality of education. In fact, monitoring can be included in diagnostics, on the other hand, diagnostics can be considered as a component of monitoring. Both serve as a basis for making management decisions. These processes use data from official statistics and accounting reports, in addition to fast, mostly one-time data. In necessary cases, surveys and statistical observations are also conducted. In such conditions, conducting diagnostics becomes complicated and requires the following principles:

interaction of the monitoring system with the monitored object. The system of indicators used in diagnostics is a true reflection of the main characteristics of the studied object;

it is possible to generalize the procedures performed at the lower stages of the diagnosis in the subsequent stages;

a systematic approach to conducting diagnostics is necessary and should be implemented in a complex manner. In diagnostics, it is necessary to study individual departments and aspects of OTM as a whole system.

Summary

The system of indicators recognized by official statistics is not enough to determine the rating of HEIs. This has a negative impact on reliable and effective economic diagnostics. In our opinion, the system of indicators used in diagnostics must meet the following requirements:

1. Interrelationship and mutual origin of the indicators used in the certification and accreditation of HEIs;

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2. The indicators used in the diagnostic analysis should also be compatible with the system of state statistics indicators, have sufficient dimensions and be interpreted in the same way;
3. It is possible to check the system of indicators and the results of the analysis based on them from the point of view that they do not contradict the objective reality;
4. The used indicators should be synchronized in terms of the time of data acquisition and other necessary signs, reflect the essence of the object's current state.

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