

**THE IMPORTANCE AND NECESSITY OF ECONOMIC DIAGNOSTICS IN THE
MANAGEMENT OF A HIGHER EDUCATION INSTITUTION**

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Abstract: The article examines the characteristics of a higher education institution as an object of economic diagnostics. The role of economic diagnostics in ensuring the efficiency of the higher education institution and the importance of diagnostic principles in management are highlighted. Approaches to the evaluation of the quality of higher education are based on the results expected by the subjects interested in the educational process. A scientific conclusion and practical recommendations related to the economic assessment of the quality of higher education are given.

Key words: higher education institution, quality of higher education, professional qualities, humanitarian qualities, principles of diagnosis, economic diagnosis, management decisions

Introduction:

In the context of globalization, higher education is an objective need in the service sector. This increases the independence of higher education institutions in the development and adoption of management decisions. Management of higher education institutions in developed countries and organization of their analytical training on a scientific basis makes it possible to predict development strategies. Effectiveness of management decisions depends to a large extent on the timely and comprehensive assessment of the management process and its results in a higher education institution. For this, it is necessary to use modern methods and techniques in evaluating the effectiveness of the management process of higher education institutions.

In world practice, the economic activity of higher education institutions has traditionally been considered in a certain external framework with certain rules of the economic situation. At the same time, micro and macro level analysis of economic effects has been created. Economic diagnostics related to the analytical preparation of management decisions and their quality improvement is a new direction of management analysis. In general, economic diagnosis arose as a result of the need to dramatically improve the quality of management and is directly related to the implementation of an innovative development strategy.

Management of higher education institutions in Uzbekistan as an economic system arises from the complexity of this system. In particular, the use of non-economic methods of management decision-making by higher education institutions prevents them from finding ways to adapt to new institutional conditions. At present, there are not enough simple, convenient and flexible methods of evaluating the effectiveness of different levels of higher education institution management. In such conditions, the mechanism of economic diagnostics solves the problems of adapting higher education institutions to new market conditions. Because management based on the principles of economic diagnostics operates in the mode of preventing wrong decisions. Economic diagnostics identifies problems at different levels, performs a complex analysis and provides a rational decision, and is distinguished by its breadth of possibilities and perspective. A comprehensive assessment of the effectiveness of the higher education institution's management process arouses interest in market entities and becomes of urgent importance.

The main part

In the analysis of the organization's financial situation in foreign countries, the scientific and practical aspects of economic diagnostics, such as the calculation of liquidity indicators, the

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coefficients of the provision of obligations, the coefficients of solvency, the profitability indicators and the comparison with the average indicators in the industry, have been studied [1]. Also, researches rich in practical advice were conducted for managers of higher education institutions, such as working with students, improving the teaching and evaluation system, quality processes, analysis of results and conclusions [2]. It is emphasized that quality management and quality assurance in higher education are interrelated processes [3].

Research conducted in the CIS countries shows that the economic diagnosis of the enterprise's potential as a complex research tool provides information for the preparation of management decisions and the organization of control over their implementation [4]. Economic diagnosis is based on comparison, uses primary information as in analysis and aims to improve economic activity [5]. The form of diagnosis of the economic potential of the enterprise represents a complex study, that is, a simultaneous study of all components of the economic potential [6].

Foreign experience of modeling the markets of labor and higher education services in Uzbekistan [7], evaluation issues in the management of human capital of higher educational institutions [8], approaches and methods for evaluating the effectiveness of the management of educational institutions [9], ways to improve innovative activities in the higher education system based on information technologies [10]] and other higher education management issues are being researched. Most of these scientific works are devoted to the study of marketing and management of higher education. Also, the unique features of the higher education system in Uzbekistan, its integration into the world education system and its inextricable connection with the labor market were studied.

However, although the conduct of marketing research in higher education institutions includes certain elements of systematic analysis of economic diagnostics, they do not have the principles of economic diagnostics. Because economic diagnostics is a method of determining the nature of problems in economic activity. These characteristics are expressed by deviations from the normative dynamics of various processes occurring in the organization and the rate of change of the relevant indicators. In particular, it will be necessary to study the methods of operation of the higher education institution as an economic system and evaluate its condition. After that, the development problems of the higher education institution and promising directions for their solutions are determined.

Currently, issues such as analytical support of management decisions and defining tasks of economic diagnostics in this process, development of economic-diagnostic models for evaluation of management decisions of higher education institutions and their effectiveness are gaining urgent importance.

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 is aimed at ensuring the stability of the higher education institution as a system and transition to the predetermined state. Management focuses on achieving certain goals even in a changing environment while maintaining the basic purposeful nature of the system. The content of management consists in processing information, maintaining an optimal variety of system elements, observing constraints, regulating and changing the interdependence of elements. Information developed through decision-making is transformed into action. From this point of view, the successful implementation of management will depend on the collection (selection) of information and processing it in the right way. Diagnostics plays an important role in the process of collecting and processing information and making management decisions, and the quality of the decisions made 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.

The activity of a higher educational institution (HEI) also includes economic processes, and pedagogical and scientific processes in it take place without separating from economic relations. There is also a specific reproduction in OTM, which is expressed in certain indicators and the dynamics of indicators. By focusing on changes in economic activity in the economic diagnosis of OTM, 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 characteristics of the processes expressed by the economic indicators in the object, and 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 HEIs also serve as a description of the extent to which the goal of educational processes is being achieved. Summing up, the purpose of economic diagnostics is to provide and justify business decisions (management, financial, organizational) with information, as a result of which it is aimed at achieving the necessary quality of education.

Usually, the purpose of higher education institutions is to train highly qualified personnel in specified areas and to conduct scientific research in connection with this. The differences between the desired results and the achieved results in achieving the results from this task are considered as a problem. The difference is not obvious in all cases. Therefore, identifying economic problems related to the educational process is the main task of economic diagnostics.

Of course, it is not appropriate to take diagnostics separately from the general chain of management decision-making process in HEI. In fact, it is necessary to perform many tasks of diagnostic content at all stages of providing management process with information, processing information and developing management decisions. Because, in most cases, the management decision-making process is divided into the following stages:

- problem identification and definition;
- collecting and processing the necessary information about the problem;
- development and adoption of decisions;
- implementation of the decision;
- control over the implementation of the decision.

At all stages of information collection and processing, it will be necessary to perform appropriate analytical tasks. Therefore, in the development of management decisions, work related to information is performed as information-analytical work. Also, the preparation and analysis of information can be done by specialized departments or services. It is observed that individual persons deal with management decision-making and its analysis.

In economic diagnostics, it is carried out in the form of analysis of collected and processed information. Accordingly, the following 3 areas of analysis can be considered important:

to assess the state of educational services, to determine their changes in regional aspects;

Studying the main factors that have led to changes in the educational potential of HEIs and evaluating their impact;

Determination of resources for improving the efficiency of HEIs.

Of course, a number of tasks performed in practice of economic analysis can be singled out: planned activities and their control, rational use of labor, material and financial resources, finding and quantifying internal reserves, showing the forms of interdependence of economic indicators of HEI activity, scientific justification of 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, evaluation from each other, diagnosis can be considered as

determining the truth and showing the reason for the analysis. From this point of view, diagnosis in a narrow sense is to reveal the problem, and in a broad sense, to evaluate the problem, to distinguish it from other problems, to find out, to create a logical basis for decisions, clarifying the situation.

It is determined through diagnostics which areas of HEI activity have factors and reasons that prevent the achievement of the common goal. 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 economic diagnostics is that the object should be considered as a system. Such an approach requires the study of the system without separating it from the environment in which the object operates.

The system affects the object significantly, but the object cannot control its effect on the environment. An environment for economic diagnostics is a process that carries out data collection and processing. 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.

Therefore, at the center of diagnostics, there should be models that allow visual visualization of economic information. Because this condition facilitates diagnosis at all stages of OTM management. The information and analytical support of management should serve as a diagnostic model and base models for the system. Diagnostic models need to be taken as a starting point when evaluating the quality of education and other targeted outcomes, and when identifying problems and justifying decisions.

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. The same situations are encountered in the search for answers to the problems of economic diagnosis of OTM. From a general philosophical point of view, higher education is not only the object and subject of research, but higher education is manifested in the change of human nature and socialized genetic development in the 21st century.

In this regard, we believe that three aspects of education should be distinguished when considering the activities of HEIs: utilitarian, humanitarian and political-social. In the utilitarian approach, the student should acquire professional knowledge and skills to ensure competitiveness in the labor market. From the humanitarian point of view, the educational process should form a person who seeks to establish humane relations with other people by acquiring knowledge about society and nature. In a political-social approach, the Higher Education Institution also fulfills the tasks of forming its student as a person who is loyal to the motherland, who can understand his place in political and social life, and who is politically and socially active.

From an economic point of view, it is more correct to consider the activity of HEIs as a service. The direct consumer of these services is the learner. But, in a broad sense, society as a whole can be considered as a consumer of educational services. 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 outside the society completely loses its meaning. Fourth, participation in the consumption of educational services strongly affects the position of each person in society.

Adequate resources should be allocated and used for the provision of educational services. From the point of view of specialist personnel training, these costs should be covered by the employer, and the employers should train personnel in those areas in which areas 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 a free market economy, when employers are the payers of education, HEIs must strive to fully adapt their services to the demands of the labor market. In both cases, the humanitarian aspect of education does not lose its importance, but cannot be a priority. Of course, this aspect is always important for the learner himself, his parents, as well as for the society.

Society's needs for the scope and quality of higher education services are observed to increase sharply in the current period, 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, due to the creation of knowledge by the fields of science and education, and the direct application of this knowledge, it is becoming difficult to imagine science and education, especially higher education, separately from the real spheres of the economy.

In describing the characteristics of such a new economy in scientific research, it is noted that large amounts of money are being directed to human capital and intellectual capital, the existence and creation of high-level intangible assets, the increasing innovative activity in all areas of the economy, the high pace of renewal, science, education, information and communication technologies, and intellectual services in all sectors of the economy. they note that management and innovative elements are entering into the composition.

At present, it is considered as a basic element of social policy in showing the place of education in society. From this point of view, the development of education is emerging as a priority direction of social policy. Because, on the one hand, in the economy of the 21st century, while scientific research and higher education have become an important element of production forces, they have become the key to solving issues such as increasing the well-being of the population in society, creating equal opportunities for the accumulation of human capital, alleviating social inequality and strengthening social harmony in society. That is why developed countries are trying to cover all young people with higher education, because high-quality higher education serves as an important factor of social stability.

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, the diagnosis of the quality of education should adequately represent the interests of all three consumers.

Ensuring the quality of education is an important task for HEIs. That's why the processes in OTM and its constituent departments are regularly monitored and controlled. The information collected as a result of monitoring also serves to diagnose the quality of education. Although monitoring can be included in diagnostics, on the other hand, diagnostics can be seen as a component of monitoring. Both serve as a basis for making management decisions. These processes use data from officially approved statistical and accounting reports, in addition to quick and one-time data. In necessary cases, surveys and statistical observations are also conducted.

In general, the economic diagnostics of higher education and its analysis are based on the following socio-economic results:

depending on the tasks set before the economic diagnosis, the initial information-analytical base of the activity of the studied object is formed, the analysis methods and software for conducting the diagnosis are selected;

when justifying the conclusions obtained as a result of economic diagnostics, it is necessary to determine the trends of dynamic series, to solve mathematical problems or equations, to justify

possible scenarios of the development of the activity of the studied object, to develop short-term, medium-term and long-term forecast options of the main indicators; depending on which aspects of educational services and educational quality are prioritized in the society, the sources of financing educational expenses and the financial and economic resources of the sector are formed;

HEI activity is, on the one hand, a non-profit activity, which is managed by the state. Because ensuring the quality of higher education and the competitiveness of personnel is a priority in the social policy of the state. On the other hand, the training of students on the basis of a payment contract turns HEIs into a purely commercial organization. The downside here is that the contract payer cannot affect the quality of education. Accordingly, interested groups should have equal opportunities to control the quality of education. Otherwise, objectively, conditions will be created for the formation of an environment of corruption.

Summary

One of the goals of the economic diagnosis is to give a conclusion about the development trends of OTM. In this case, the following basic principles can be distinguished when conducting diagnostics:

interaction of the monitored object and the monitoring system. The system of indicators used in economic diagnostics should accurately reflect the main characteristics of the studied object;

the principles implemented in the lower stages of conducting economic diagnostics should be generalizable in the next stages, the results of the principles implemented in any department should be comparable with other departments;

it is necessary to have a systematic approach to conducting economic diagnostics, it will be appropriate to implement it in a complex manner. In the economic diagnostics, it is necessary to study the development of the OTM as a whole system, along with the observation of separate links and individual aspects of the OTM.

The system of indicators used for diagnostics must meet certain requirements. Including:

the indicators used in the economic diagnostics should include the indicators used in the certification and accreditation of the HEI, the indicators should be interrelated and derived from each other;

the indicators used in the analysis should also be compatible with the system of state statistics indicators, have sufficient scales and be interpreted in the same way;

it should be possible to check the indicators and the results of the analysis based on them from the point of view of not contradicting the objective reality;

the indicators used should be synchronized in terms of the time of data acquisition and other necessary signs, and should reflect the essence of the current state of the object.

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