

Main characteristics, theoretical issues of effective management strategies in higher education

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Abstract: *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.*

Keywords: *At present, there are not enough simple, convenient and flexible methods of evaluating the effectiveness of various links of higher education institution management.*

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 various links of higher education institution management. In such conditions, the economic diagnostic mechanism 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 activity of a higher educational institution (HEI) also includes economic processes, and pedagogical and scientific processes in it take place without separation 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 qualitative features 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

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problem. The difference is not obvious in all cases.

On the basis of the analysis of scientific and practical sources regarding the economic essence of management and management system categories, the following can be noted:

management is a separate field of activity, whose mission is to ensure consistency between the goals set by the organization's external environment and the internal capabilities necessary for their implementation. Such a conclusion: a) that the goals and tasks set by the external environment are the first priority for implementation; b) the need to transform the mechanisms and means of developing internal capabilities in line with the requirements of the external environment; v) the need to form an organizational structure that ensures the success of the implementation and transformation processes of the external environment; g) constantly updating the methods of influencing the management object in accordance with the changes in the external environment; and d) can be explained by the need to introduce new lines of activity to ensure balance between internal and external funding sources;

In accordance with the principles of systematization, any organization is classified as an open system. Such an approach requires consideration and satisfaction of the demands of all interested parties in an integrated manner as the most important feature of management. Therefore, the management and control system must take into account the requirements of the external and internal environment when defining the goals and tasks of the organization, planning, implementing and forming control sub-systems. Failure to take into account the requirements of any element related to the external or internal environment can lead to a crisis in the organization's activity;

In our opinion, clarifying the concepts of management, management system and the organizational-economic mechanism of the management system in HEIs is not only of theoretical importance, but serves to a certain extent in the development of the practical foundations of these areas of activity.

It should be noted here that the implementation of any theoretical development into practice consists of several stages. By this, it is possible to eliminate possible problems and shortcomings at each stage, as well as to reduce the amount of excessive financial costs, and it is ensured that the processes of transformation of system activity are relatively "painless".

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 should be models that allow visual visualization of economic information. Because this situation 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 should 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

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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 a 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, 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 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 status of each person in society.

Adequate resources should be allocated and spent 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 society.

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