
PROBLEMS OF FUTURE DEVELOPMENT OF SCIENCE IN THE FIELD OF MANAGEMENT OF EDUCATIONAL INSTITUTIONS AND THEIR SOLUTIONS

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Abstract:

The article deals with the problems of higher education in Uzbekistan that have arisen in recent decades. Many universities and their branches were opened. The number of specialists with higher education has increased, but unfortunately their professional level does not correspond to modern requirements. In addition, the modern education system of the Uzbekistan is being integrated into the European (Bologna) education system. All this requires new approaches to the organization of higher education and the work of universities. In our opinion, the ways to solve the problems that have arisen need to be solved as follows: strengthening, integrating universities into powerful educational and scientific centers; recruiting of universities with young scientific and pedagogical personnel; introduction of a system of continuous training of specialists; optimization of the network of universities, etc. All of the above can improve the quality of higher education, an adequate requirement of the XXI century.

Keywords:

Reform, higher education, teacher, training, bachelor, student, undergraduate.

The domestic system of higher education has been considered one of the best in the world for many decades. Students from many foreign countries studied at our universities. And today the domestic higher education is deeply respected by our partners and competitors. This is confirmed by numerous conferences with the participation of our universities, where there is an interest in our domestic education system. At the same time, there is no absolutely effective, unchanging, once and for all given education system. Today, one or another well-established approach is being replaced by an orientation towards constant development, self-renewal and flexibility. In order to continue to meet the challenges of the time, the higher education system of the Uzbekistan must be universal, self-adjusting, capable of adapting to changing conditions. [5]

Since 1990, there has been a significant increase in the number of universities, many provincial institutes became academies, universities, numerous branches were opened. Unfortunately, many of them did not have the appropriate material and technical base and qualified teaching staff. This could not but affect the quality of training of specialists. Analysis of the practical activities of university graduates shows that for the most part they are able to perform duties only after an internship in a certain position and have serious shortcomings in vocational training. In the conditions of an ill-conceived reform of higher education, and of the entire education system, as well as due to insufficient funding and the forced reduction of industrial practice, as well as practical classes, many universities were unable to restructure the organization of training in special disciplines so as to provide a competence-based approach to training ... The current state and development trends of the higher education system show that the change in the nature of the activities of specialists in modern economic conditions imposes increased requirements on their professional training. It should ensure the transition from the reproduction of new knowledge to their active and independent assimilation, orientation towards the development of practical abilities, the formation of skills and abilities to quickly analyze information and make rational decisions at a high scientific and methodological level. Therefore, the creation of a highly effective system for training specialists is one of the integral tasks in the process of further reforming the education system [7].

In these conditions, the main task of the reorganized universities is to organize highly effective training of specialists that meets the modern requirements of educational standards that provide fundamental professional knowledge and strong skills, allowing them to skillfully perform complex tasks. The required level of training should be provided through the intensification and application of new teaching technologies, improvement of the material and technical base, which require full satisfaction of the university's needs in material and financial resources. [4]

At the same time, the currently allocated funds for the maintenance of higher education institutions of the Uzbekistan do not allow modernizing their material and technical base in accordance with modern requirements for the level of training of specialists, as a result of which the professional preparedness of graduates is steadily declining, especially in terms of their practical abilities.

Thus, in modern conditions of reforming the education system, a problematic situation has developed, which is characterized, on the one hand, by an ever-increasing volume of requirements for the level of professional training of specialists, and on the other hand, by insufficiently complete economic support of the educational process in universities. In addition, the existing structure of financing in the education system does not allow to fully direct funds for the implementation of intersectoral innovation projects. Consequently, the guaranteed implementation of a complex of knowledge necessary for a specialist with training paid for by the state requires the development of a number of measures to increase the economic efficiency of the system of training specialists.

However, in the context of the reorganization and reduction of universities, the deficit of budgetary allocations allocated to ensure their daily and educational activities, the solution of the above problems is possible only if it is sufficiently developed scientifically and methodically, aimed at eliminating departmental disunity and integrating the systems of training specialists in the universities of the Uzbekistan. with leading universities in Europe and America. Formation of state educational standards and qualification requirements that meet modern requirements for the vocational training of university graduates, intensification and application of promising teaching technologies, ensuring a mode of reasonable sufficiency in spending material and financial resources, carried out on the basis of a comprehensive analysis of the effectiveness of existing and prospective training systems. [12]

In this regard, it is necessary to develop a scientific and methodological apparatus that makes it possible to compare the required level of training of specialists and the costs of achieving it. Such an apparatus should be based on the methodological aspects of the economic substantiation of the parameters of a promising system of training specialists, adequate models for the formation of the higher education system, methods for assessing and increasing its effectiveness.

Russia is currently at a new stage in its historical development. There was a change in the social system, which in turn made it necessary to re-examine the place and role of the higher education system in the Uzbekistan, taking into account the changed trends in the development of the political and socio-economic situation in the world and in the state. [5]

For more than 100 years, all progressive humanity on Earth has dreamed of creating a system of continuous human education, such a system where a person throughout his life would have the opportunity to move from one educational subsystem to another, while continuously developing. These educational subsystems should be closely interconnected with each other, as well as with practical experience, to prepare a person for future practical activities, taking into account the forecast of the development of society.

The creation of such a system is associated with significant costs. Of all the available professions on Earth, the most structurally consistent, in our opinion, is the system of continuing education and training of medical workers. In this system, there are already educational institutions of various levels of education and a harmonious system of postgraduate advanced training (additional training, retraining), and in our opinion, there is no need to create anything additional there. It is necessary to create a system of such training for other specialists. [2]

Providing the state with high-level specialists is possible only in the process of creating and functioning of a training system based on advanced methods, organizational forms and teaching aids, a modern UMB, contributing to an increase in the effectiveness of training.

In this regard, the main task of Russian universities is to organize highly effective training of specialists.

An analysis of regulatory documents in the field of education [9, 10, 6] showed the need for deep reorganization measures in Russian universities, which should be carried out in accordance with the "Law on Education".

In this regard, it is necessary to build a qualitatively new system of higher education, corresponding to the emerging needs of the Russian economy. For this it is necessary to carry out the following activities.

Optimize the network of educational institutions by creating research educational and scientific centers (universities), uniting educational institutions and research units in one organization. At the same time, some educational institutions lose their status and enter such centers as separate "institutes, faculties". At the same time, the functions of such institutes and faculties are expanding due to the need to train specialists with secondary vocational education.

The current socio-economic situation in the state is characterized by the development of market relations, the emergence of enterprises of various forms of ownership, and the decentralization of economic management. [13]

In the current economic conditions, the main task of reforming the higher education system is the balanced structuring of all forms of training of specialists, their subordination to a single (common) goal. Based on this, it seems possible to formulate the main directions of education reform, which are as follows:

- optimization of education, that is, the creation of a system of continuous training;
- optimization of the number and organizational structure of universities;
- bringing the educational process in line with objective laws, regularities and principles of its functioning;
- creating conditions for monitoring and effective functioning of the educational process management system

To optimize the management system of the educational process, it is necessary to effectively manage it by the management body. To maximize the efficiency of the latter, an appropriate level of functioning of management links (direct - managerial and reverse - collection of information) is required. In other words, it is necessary to monitor the system - collecting and processing data on its functioning in order to make an optimal decision. [1,3]

To this end, a reliable management system for the unified educational process should be created and the management body should be staffed with trained specialists. It is advisable to include a forecast of the need for specialists among the functions of the management body; determination of directions, specialties and specializations for personnel training; optimization of the composition and structure of educational institutions, training centers and schools for training specialists; formation of a personnel order; development and coordination of curricula and programs of related universities and schools; training specialists for managing the education system and organizers of the educational process; forecast of directions for the development of higher education; monitoring the progress and quality of training specialists in educational institutions and in production; development of normative and other official documents for the organization of the functioning of all elements of the higher education system. Only under such conditions can a system of continuous education be created.

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