



DEVELOPMENT DIRECTIONS OF THE MODERN STRATEGIC MANAGEMENT SYSTEM IN THE CREDIT MODULE SYSTEM

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Abstract. The prepared article examines the theoretical foundations of the formation of a management system in higher educational institutions, which are considered pressing problems today. In addition, the author's approach to management concepts and the organizational and economic mechanism of management systems, based on the results of an analysis of the problems observed in the field, features that must be taken into account in the process of improving the management system. higher education institution management system, main trends and tendencies.

Key words: the need for transformation of the mechanism, transformation of mechanisms, higher education institutions, management, management system, organizational and economic mechanism of the management system, trends, tendencies, environmental factors.

The system and organizational forms of modern pedagogical educational tools are considered as a special construction, a set of features of the interaction between the teacher and students in working with educational material, characterizing the "external" side of the educational process in the form of content, technologies, methods, techniques, types of educational activities. It is the system and organizational forms of modern pedagogical tools that determine how to organize the educational process, what technologies and methods should be used in the educational process. Technologies, methods and forms of organizing education in higher educational institutions should be directed to basic knowledge that can be implemented in the vocational education system.

Basic education model. In this case, students learn new techniques and technologies that have not yet been introduced into production. Basic education can be



implemented using heuristic and problem-based methods of education, active and interactive technologies. Preparing students for methodological activities based on an innovative approach includes a set of knowledge about innovative pedagogical technologies, including the means and methods of implementing these processes, as well as the processes themselves, in which a qualitative change in the object occurs, including: case technologies, problem-based, debatable lectures, training and seminars, distance learning, practice, mental maps, practice-oriented educational technologies, etc., as well as the use of modern information technologies, namely webinars, Skype conferences, video conferences, and electronic learning resources. One of the main problems of modern education is the constant increase in the amount of knowledge of the new generation that students must master. Education is no longer a method of acquiring information from the environment in the form of ready-made knowledge. It becomes a means of exchanging information with other people, a means of exchange that occurs throughout their lives and in their daily lives. The main problem of education is not a constant increase in the amount of knowledge, but the creation and production of knowledge that is in high demand and does not exist. This problem can be solved in the form of mutual exchange of information in the form of organized communication with other people, when the incomplete knowledge of one participant is supplemented by the knowledge of another and is supplemented by a third, new knowledge is acquired as a result of the participants meeting and communicating with each other. Thus, new knowledge is not brought from outside, that is, it appears directly in the educational process. In the new educational situation, the role of the teacher is different from the traditional one, when he gives knowledge, he moves to the role of an organizer of collaborative creative activity, seeks solutions in collaboration, jointly forms new ideas, new knowledge. In this regard, the main task of the teacher is to organize creative dialogue to find solutions to problems. Thus, education should not be a simple source of knowledge. It should be aimed at developing the personality of the learner, forming his cognitive and creative abilities, and the main competencies that determine the modern quality of education. However, without the widespread use of new educational technologies in the educational process, it is impossible to ensure the competitiveness of graduates in the labor market and the modernization of education. Based on an analysis of scientific and practical sources regarding the economic nature of

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management and categories of management systems, the following can be noted: - management is a separate field of activity, the mission of which is to ensure consistency between the goals set by the external environment of the organization and the internal capabilities necessary for their implementation.

This conclusion is: a) that the goals and objectives set by the external environment are a priority for implementation; b) the need to transform mechanisms and means of developing internal capabilities in accordance with the requirements of the external environment; c) the need to form an organizational structure that ensures the success of the processes of implementation and transformation of the external environment; d) can be explained by the need to introduce new areas of activity to ensure a balance between internal and external sources of financing; - in accordance with the principles of systematicity, any organization is classified as an open system.

This approach requires consideration and satisfaction of the requirements of all stakeholders in an integrated manner as a critical feature of management. Therefore, the management and control system must take into account the requirements of the external and internal environment when determining the goals and objectives of the organization, planning, implementation and formation of management subsystems.

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 activities; - in conditions of changing external environment and increasing competition, it is necessary to be able to determine long-term goals of management and development of the management system, as well as mechanisms and means of their implementation.

It is important to pay attention to the introduction of innovative organizational structures and digital technologies into the management system based on the results of scientific research, the introduction of management quality standards; - the management and control system must develop a sufficient level of motivation system for individuals and their associations operating at any level of the organization.

The purpose of motivation should be aimed at ensuring that individuals and departments fully understand the processes occurring in the organization, the effectiveness of activities and compatibility with other elements. According to the results of the above analysis, "management is a type of activity aimed at organizing, conducting and developing the activities of business entities in accordance with the requirements

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of the external environment.” Based on this scientific definition, according to the author: “a management system is a set of functional strategies, policies and procedures for organizing, conducting and developing activities within the framework of the requirements of the external environment.” In particular, according to experts who participated in a social survey conducted at 170 US universities, in the fall semester of 2020 the number of foreign students will be reduced to 25 percent. The second trend is the popularization of higher education. Over the past two years, this trend has been accelerated by the digitalization of the educational process. But the popularization of higher education has created negative situations, such as a decrease in the quality of education and the demand for it. Therefore, in the near future, the attractiveness of the principle of “elite education” in universities may increase. The third trend is the increasing influence of technological factors in higher education. Firstly, as a result of the widespread use of information and then digital technologies, in addition to a fundamental change in the landscape and configuration of education, this led to the emergence of fundamentally new structures in education. Education is changing from an interpersonal process to a technological process. However, digitalization processes in higher education have developed unevenly. Regarding the second question, first of all, it should be noted that in the documents of international organizations, research and analytical centers at various levels, there is no uniform approach to the trends observed in the activities of higher educational institutions and their nature. Taking this into account, these directions and directions are grouped according to the tasks assigned to this article. The first trend is the globalization of education. This trend is manifested in the unification of knowledge and skills through the expansion of the national education system beyond the state, the formation of a unified global educational ecosystem and the market for educational services. But the pandemic has had a negative impact on these processes. In particular, according to experts who took part in a social survey conducted at 170 US universities, in the fall semester of 2020 the number of foreign students will decrease by 25 percent [9]. The second trend is the popularization of higher education. Over the past two years, this trend has been accelerated by the digitalization of the educational process. But the popularization of higher education has created negative situations, such as a decrease in the quality of education and the demand for it. Therefore, in the near future, the attractiveness of the principle of “elite education”

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in universities may increase. The third trend is the increasing influence of technological factors in higher education. The third trend is the increasing influence of technological factors in higher education. Firstly, as a result of the widespread use of information and then digital technologies, in addition to a fundamental change in the landscape and configuration of education, this led to the emergence of fundamentally new structures in education. Education is changing from an interpersonal process to a technological process. However, digitalization processes in higher education have developed unevenly. In particular, in a survey of 4,000 students conducted by the US Gallup Institute in September-October 2020, 44% of respondents noted that the quality of education had relatively deteriorated as a result of the transition to an online format, and 16% noted that it had seriously deteriorated.

In addition, the following three main trends can be noted that should be taken into account in the university management system:

1. The increasing importance of higher education institutions in the development of human capital, which is the main factor of economic growth.
2. Growing need for lifelong continuous learning.
3. Increased competition for talented youth. It should be noted here that in the near future, the competition for young talents will become a priority for educational institutions, corporations and even countries.

In particular, in a survey of 4,000 students conducted by the US Gallup Institute in September-October 2022, 44% of respondents noted that the quality of education had relatively deteriorated as a result of the transition to an online format, and 16% noted that it had seriously deteriorated. In addition, the following three main trends can be noted that should be taken into account in the university management system: The increasing importance of higher education institutions in the development of human capital, which is the main factor of economic growth. Growing need for lifelong continuous learning. Increased competition for talented youth. It should be noted here that in the near future, the competition for young talents will become a priority for educational institutions, corporations and even countries. In our opinion, today in almost all countries of the world the problems in the management system of higher educational institutions are inherently very close to each other and differ only in the forms of occurrence. In particular: - the emergence of a conflict between decisions on current

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issues of organizing universities and the requirements of the system of control and regulation of education in emergency situations. At the same time, most universities prefer to wait for the relevant orders and instructions; - it is not entirely clear that the main task of the university management system in emergency situations is not administrative management, but the need to create an information exchange system; - growing need for additional financial resources in emergency situations.

In particular, as a result of the underdevelopment of IT structures in universities, the volume of unplanned expenses for organizing distance education has increased; lack of personnel capable of organizing an effective management system in crisis conditions, etc. Regarding the fourth question, it should be noted that the main features that must be taken into account when organizing a university management system are the following: Firstly, there is no separate mission and strategic goal of universities. Higher education institutions, as an integral and close part of the country's socio-economic system, determine their mission and long-term goals based on the goals and objectives defined in the concept of development of the higher education system.

Theoretically, this can be seen as the concept of subordinating the mission and goals of the university to the national development strategy; secondly, the resources necessary to implement the mission and goals of the university are generated from external and internal sources. It is necessary to increase the contribution of higher education institutions to the socio-economic development of the country in order to ensure an optimal balance between them and to achieve priority for internal resources through the gradual expansion of private opportunities. To do this, it will be necessary to concentrate all the resources at the disposal of higher education institutions on adapting the competencies of trained specialists to the future requirements of the labor market, on eliminating the fundamental and practical problems of socio-economic development. Theoretically, these processes can be classified as the implementation of the concept of resource transformation; thirdly, the effectiveness of a university management system largely depends on the speed of development and implementation of management procedures. At the moment, the procedures being developed should be aimed at constantly optimizing the organizational management structure. The features inherent in this structural element of management require the full adoption of the procedural concept of management; fourthly, the concepts of the knowledge economy

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and human capital used in the formation of the management system, in addition to expanding the knowledge and skills of the teaching staff who directly implement the mission and goals of higher education institutions, as well as improving management skills. personnel capable of forecasting and planning activities, making appropriate decisions and implementing them, and it is advisable to use them in the field of formation of reserves. Theoretically, these considerations can be considered as a concept for the systematic implementation of personnel policy. Based on the above, it can be classified as: "Management in universities is an area of activity aimed at realizing the goals and objectives defined in national development strategies." On the other hand, this can be interpreted as "the university management system is a set of mechanisms and means for setting the mission and strategic goals of universities based on the goals and objectives set in national development strategies." At the next stage of the study, the issue of organizational and economic mechanisms of the university management system will be considered. According to Professor I.V. Zhukova, organizational and economic mechanisms are a set of economic, managerial, legal, and organizational methods of influencing the control object. Russian scientist V.V. Popova classified organizational and economic mechanisms as a set of financial and organizational and legal forms, methods, tools and means of influence in order to ensure the expected direction of development in the activities of business entities. The scientific conclusions mentioned above, as well as those obtained by other economists as a result of the study of organizational and economic mechanisms, are compatible in some respects, but differ significantly in other respects. In particular, almost all scientists note that organizational and economic mechanisms include an organizational and managerial structure, but the question of the formation of organizational and economic mechanisms in accordance with economic laws operating in real conditions, or that these mechanisms represent a single the target structure of the system has rarely been studied in scientific research. Considering the lack of unified approaches to the economic mechanism in scientific sources, in our opinion, it is appropriate to refer to the scientific works of American economists L. Hurwitz, R. Myerson and E. Maskin, who received the international Nobel Prize. Prize for the Theory of Economic Mechanisms 2017. According to the theory of economic mechanisms they developed, a mechanism can only develop in conditions where the purpose of the activity is clear. But the conditions (environment) and means

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of achieving the goal are not always clear. In this case, the process of developing an economic mechanism is aimed at creating uniform “rules of the game” that must be applied in any operating situation.

Based on this, it is appropriate to interpret it as “The organizational and economic mechanism of the university management system is a set of regulatory documents that determine the procedure for implementing the mission and strategic goals of the university based on the set goals and objectives.” laid down in national development strategies.”

In the “Concept for the development of the higher education system of the Republic of Uzbekistan until 2030”: “the gradual introduction of the “University 3.0” concept, which provides for the interdependence of the activities of education, science, innovation and commercialization of the results of scientific research in higher educational institutions” and at the same time “foreign investments”. Setting such priority tasks as broad involvement, expanding the scope of paid services and bringing them to the level of scientific and practical institutions that research and forecast the social and economic development of the relevant industry, industry and regions is becoming one of the pressing issues, such as the formation of a management system for higher educational institutions. In our opinion, the implementation of the theoretical developments presented in the article may consist of the following stages:

Stage 1. Determining the mission and long-term goals of universities based on the strategic goals and objectives defined in the concept of development of the higher education system until 2030. In this regard, within the framework of labor market requirements, attention should be paid to improving the quality of training of highly qualified personnel, identifying promising areas of scientific research, and developing mechanisms for the commercialization of scientific results.

Stage 2. Selecting a business organization model that allows you to implement the established mission and long-term goals. At the same time, the historical traditions of the university and an objective assessment of the material and intangible resources at its disposal are of great importance.



Stage 3. A management structure will be created that will allow the implementation of the established mission and long-term goals without requiring additional financial investments and organizational changes.

Stage 4. In order to organize the effective operation of the university management system, a set of legal documents regulating horizontal, vertical and feedback mechanisms will be developed.

Conclusions and offers. As a result of the impact of socio-economic factors at the global and national levels, transformation processes in the university management system are intensifying. If we take into account that these transformation processes are not limited to the management system, but cover all functional areas of universities, then we can conclude that serious changes are taking place in the models of universities.

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