



**CURRENT STATUS AND PROBLEMS OF RESEARCH ON THE  
MANAGEMENT OF HIGHER EDUCATION DEVELOPMENT IN THE  
INFORMATION ENVIRONMENT**

Ernazarov Zohid Nazarovich

Karshi State University, Doctor of Philosophy (PhD) in Pedagogical Sciences

<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>This article analyzes the current state and problematic areas of research on the management of the development of higher education in the context of informatization. Also, the study of trends in the development of higher education and the analysis of World models can make it possible to determine the need for fundamentally new approaches to managing its development in the context of the modernization of Higher Education, increase its effectiveness and relevance of its results.</p>	<p>Informatization, development of Higher Education, Management, Research, problem areas, etc.</p>

**Introduction**

The current political situation in the world, the economic and socio-cultural crisis, could not but affect the education of developed countries, on which European educational principles were based. The education of developed countries has significantly abandoned the traditions of National Education, and in this way significantly changed the creative results of Education, sharpening social contradictions over the past 25 years.

The specific multifaceted role of higher education lies in its simultaneous interaction with society as a system that ensures integrity, development. Determining the role and place of education in the values of other systems, understanding the importance of the “educational service” in the public interest and the quality of the first-level task of the state makes it possible to transfer the educational system from the service structure in which it is currently located to the structure of rapid development, which will help

The goal of advanced education is also multifaceted, connecting the past, present and future of the country: the preservation of cultural and educational traditions, the socialization and adaptation of young people, the predictable potential of the future. The idea of advanced education is considered in various positions: personality-oriented, " responding to a person's important needs in awareness activism, ensuring his readiness for self-improvement, self-awareness, social and professional mobility.”; prognostic-technocratic, ensuring the current content of education compliance with future technological progress; socio-economic, which determines the need to take into account the demand for graduates of educational organizations, their qualifications and entrepreneurial potential.

## **Analysis of Thematic Literature**

Higher education development management, like any other object, is aimed at changing its current state and development trajectory in order to achieve goals that define the starting point and include setting parameters, conditions and management mechanisms. Since the system-creating factor of higher education is a person, it can be included in the class of social systems with dynamism (i.e., changing over time) and activity characteristics, in which the controlled elements can independently change their state at the level of their choices, values and motives.

Higher education development management (like management in general) can be considered from the following positions:

- in terms of educational management hierarchy (federal, territorial / municipal, educational organization level);
- from the point of view of resource management (provision of processes / education: normative, personnel, material, methodological, etc.);
- from the point of view of the management of educational and educational processes (pedagogical management).

Based on the meiori requirement of the educational system, we consider higher education as a system through the following hierarchy and the interrelationships of its elements:

- bodies that carry out public administration in the field of Education, National Public Authorities and bodies that provide licensing and control of educational activities in the field of Higher Education;
- state educational standards-mandatory requirements for the level of higher education in the relevant specialty or direction of Education approved at the federal level;
- educational organizations of higher education that carry out educational activities;
- educational programs-a set of documents that determine the volume, plans, content, requirements for the results of training in the specified direction of Education;
- agents of Higher Education.

## **Research Methodology**

Associated with the human factor and diversity of relationships, “synergistic wikalism” significantly complicates the management of Higher Education Development and defines it as a realistic view as a complex dynamical system consisting of nonlinear subsystems and elements influential to exogenous waves and endogenous influences.

In this regard, the author distinguishes between a number of features that are determined by the state of higher education and management restrictions:

- 1) irreversibility of actions and results of Higher Education, which consists in the practical complexity of correction due to incorrect actions of leaders, educators and educators due to strictly defined time limits \*(non - reversion) - significantly affects the effectiveness of training;
- 2) nonlinearity of development-integral features that determine the “outgoing” product of higher education in general (the “quality” level of graduates), as a rule, increase in general in the development process (in this case, individual elements of the system can develop in different ways);
- 3) high correlation dependence of Higher Education on other systems (economic, social) and the lower systems of the education system in general (preschool, general education);

4) the difficulty of determining the boundaries of Higher Education, which changes in the process of development management, significantly changing the scope of the system (from federal administration to self-government of Education recipients) ;

5) the need to ensure an evolutionary surplus quality supply in higher education that determines the "link " of forecasting and scenario modeling with the definition of development management strategies and goals;

6) extreme instability of Higher Education, which is determined by the functioning and change of individual elements, a possible change in the relationship of the educational system as a whole. This is due to the fact that the object of development management is the human potential of the elements of the system combined into a single sphere of changing educational processes and educational activities.

## Analysis and Results

The mentioned specificities confirm the necessity and expediency of a new approach to solving the complex of problems related to solving the problems of its development in the context of the reform of higher education. However, the use of technological mechanisms for managing the development of economic and technical systems in the field of higher education does not seem transparent, because there are important features that determine its operation and development, which is primarily related to the high dynamics of the system and the activity of its agents.

The following scientific achievements, which are the basis of the author's research, helped to develop the methodology, mechanisms and technologies of managing the development of higher education based on the information-cognitive approach:

1) theories of management of social systems, their activity and development (Z.K. Avdeyeva, P.K. Anokhin, V.G. Afanasyev, I.V. Blauberg, D.M. Gvishiani, S.V. Kovriga, A.M. Novikov, D.A. Novikov, A.I. Prigozhin, I.V. Soloviev, A.I. Subetto, V.Y. Svetkov, G.P. Shedrovitsky , E.G. Yudin and others);

2) educational systems (V.S. Avanesov, M.N. Berulava, V.M. Bim-Bad, M.V. Boguslavsky, V.N. Vinogradov, A.S. Gorshkov, A.S. Zapesotsky, Y.A. Konarzhevsky, V.S. Lazarev, A.M. Novikov, D. A. Novikov, M. M. Potashnik, O. G. Prikot, S. A. Repin , G. N. Serikov, P. I. Tretyakov, A. M. Sirulnikov, R. Kh. Shakurov, T. I. Shamova, etc.) and the basics of educational process management (V. I. Andreyev, Y. K. Babansky, G. A. Balikhin, G. A. Bordovsky, V. I. Zagvyazinsky, O. Y. Zaslavskaya, M. L. Levitsky, A. A. Nesterov, I.V. Pavlyutkin, M.N. Pevzner, N.S. Purisheva, N.F. Talizina, S.Y. Trapitsyn, T.I. Shamova and others); works of foreign researchers in the field of higher education management (DJ. Broadbent, T. Bush, F. Van Wutt, Y.G. Vissema, M. Glans, R. Dayem, F. Karakas, A. Manisaligil, R. Ouston, S. Pollitt, D Reilly, M. Reed, E. Sarigollu, U. Felt, A. Jungsm and others);

3) socio-philosophical foundations and psychological-pedagogical laws of the higher education system (V. G. Ananyev, G. A. Berulava, M. N. Berulava, YE. V. Bondarevskaya, A. A. Verbitsky, P. Y. Galperin, V. P. Bepalko, L. S. Vygotsky, V. V. Davidov, A. N. Djurinsky, V. I. Zagvyazinsky, Y. A. Kustov, A. N. Leontiev, E. A. Manushin, G. V. Mukhametzyanova, N. D. Podufalov, S. L. Rubinstein, M. N. Skatkin, I. P. Smirnov, A. P. Tryapitsina, S. N. Chistyakova and others);

4) quality of education (V.S. Avanesov, V.I. Baydenko, V.A. Bolotov, N.V. Bordovskaya, I.A. Waldman, A.N. Djurinsky, O.Y. Zaslavskaya, G.I. Ibragimov, V.D. Shadrikov, D.SH. Matros, G.V.

Mukhametzyanova, V.P. Panasyuk, M.M. Potashnik, N.A. Selezneva, A.I. Subetto, S.Y. Trapitsyn, YE.V. Yakovlev, YE.A. Yamburg and others) and fundamental researches in the field of pedagogical qualimetry (M.L. Agranovich, T.I. Borovkova, G.V. Golovicher, V.I. Mikheyev, Y.M. Neyman, A.A. Orlov, V.P. Panasyuk, S.A. Safonsev, P.I. Tretyakov, M.B. Chelishkova, T.I. Shamova, Ye.V. Yakovlev and others);

5) educational informatization (G.V. Abramyan, V.K. Vlasova, S.G. Grigoryev, V.V. Grinshkun, O.A. Kozlov, G.I. Kirilova, G.A. Kruchinina, V.M. Monakhov, I.SH. Mukhametzyanov, I.V. Robert, N.O. Yakovleva, etc.) and the general theory of pedagogical modeling scientific and pedagogical regulations (S.A. Beshenkov, A.N. Dakhin, L.I. Lurye, V.M. Monakhov, A.I. Orlov, V.I. Pisarenko, G.N. Travnikov, T.Sh. Shikhnabiyeva, Y.E.V. Yakovlev, N.O. Yakovleva, M.V. Yadrovskaya and others).

The analysis of the modern national pedagogical, sociological and economic dissertation research, dedicated to the problem of managing the development of higher education in modern conditions and leading to a change in the concept of organizational and administrative practice of managing the development of higher education, deserves special attention.

Taking into account the social responsibility of higher education, we can assume that it is based on the following:

- 1) a high level of awareness of the duty of each participant of the entire system and educational relations to the individual (including himself) and society;
- 2) the need to achieve high-quality educational processes and their positive results within the educational system or educational organization;
- 3) in evaluating the actions of each agent of higher education and understanding the social consequences of each action in the educational system.

This view allows to change the system of relations and define a new vector of management of the development of higher education - to achieve the quality of education, previously discussed only as the efficiency of the educational system, to achieve a planned result with a certain goal.

Our analysis of the state of development of the research problem will improve the management of systemic changes in the field of higher education, increase the effectiveness of reforms, and change the role of participants in educational relations from passive (as a customer or producer of "educational services") to the development of higher education.

The spread of information technology contributed to the creation of pedagogical informatics – “the theory of obtaining, changing, transmitting and mastering information in the educational process”, within the framework of which an information approach based on the presentation of information and various forms of communication (subjective and objective) ensures the integration of educational and Information Processes. Such a view of the information approach allows: the copying of ideas and visions from the relevant areas; the formation of interdisciplinary directions of research; the synthesis of a scientific base. However, its main category - with information-is that vision significantly limits the application of the approach, reducing it to database capabilities.

The reference to the cognitive approach in terms of modeling weakly structured systems is based on management theory \*(annotated). As in psychology, the spread of this approach is based on empirical research - the development of cognitive maps that help to understand reality by describing perceptions about it (R.Axelrod). The team of authors of the Institute of management problems of the Academy of Sciences of developed countries notes that " a cognitive approach to the study of weakly structured

situations is necessary due to the limitation of the use of specific models, the preparation and adoption of managerial decisions on solving problems and situations arising in the process of operation and development of weakly structured: 1) development of theoretical foundations, methods and technologies for the construction of models based on a cognitive approach“; 2) development of tools to support the intellectual activity of a person in the management of the development of weakly structured systems and situations". It can be said that in the context of a boom, the cognitive approach is not aimed at finding the only correct solution to the problem \*(rather than finding), but at identifying possible solutions, setting goals, coordinating opportunities and choosing alternative actions.

In this regard, in higher education, the plurality of “cognitivism” is especially important: knowledge of the system itself, its elements (educational organizations) - methods and laws of operation of its narratives; its place and role in the country, territory, urban educational system, its own “knowledge” of an educational organization determined by its traditions; “knowledge” as an educational resource of an organization that Narratives relevant to management include the Basic Laws of its activities and the requirements for its results, helping to form a management system in each educational organization. Within the system, organizational knowledge identified at each specific time changes with the variability (external or internal) of educational processes, forming new ways to solve the problems of managing the development of Education.

Apparently, the nature of Higher Education Management has also changed significantly, in which it has acquired the status of continuous management of the development of the educational environment, requiring flexibility, situational, dynamic correction from the goals, tasks and concepts of Management in the implementation of the idea of social responsibility of each Higher Education agent. It is also worth noting the cyclical nature of education, its necessary orientation aimed at advancing and delaying educational results to a significant time (at least 15 years), and through this, the emergence of delay in assessing the reform of the educational system is determined.

Currently, attempts to reform higher education to improve its effectiveness, at best, will not lead to systemic changes, increasing the effectiveness of individual educational organizations. Inadequacy of systemic management mechanisms and information openness that provide insight into the state of Higher Education; the need for real participation of all educational agents in the management of Education; insufficient assessment of the characteristics of each individual who is the main subject of development will help determine the following tasks of managing the development of Higher Education:

- 1) implementation of State-Public Management of higher education within the framework of various types of integrated educational structures and public associations;
- 2) coordinate the management of the development of the higher education system at different levels: at the level of federal, territorial, municipal, educational organizations, at the level of educational structures (divisions of educational organizations), etc;
- 3) ensuring the quality of higher education - achieving the necessary level of qualified competencies of graduates in demand in the labor market.

Thus, the relevance of the tasks facing the management of the development of higher education is in ensuring the quality, accessibility \*(affordability) and effectiveness of Education, which implies the search for an effective model of Higher Education Development Management, which gives educational organizations and the system as a whole the opportunity to respond to external and internal changes while maintaining their autonomy and



This leads to the development of new mechanisms for managing the improvement of management practices, the development of management structures, the development of higher education to meet the needs of all its agents.

Hence, the identified features, limitations and problems of managing the development of higher education are associated with the following: the impossibility of using planned management models in the current economic and social conditions; the need to manage innovative projects in the complexity of the coordinating elements of the higher education system; the absence of management mechanisms that meet modern requirements; insufficient personnel management and pedagogical; a decrease in the ability to control the active elements of the system, a lack of the necessary strategic controls, etc.

## Conclusions and Suggestions

The education system and the relevance of the social responsibility of each educational agent to society and the state, in our opinion, make it possible to change the system of relations and determine a new vector of management of the development of Higher Education. The priority of the tasks facing the management of the development of Higher Education consists in ensuring the quality, accessibility and effectiveness of Higher Education; the absence of a universal system of management of the development of Higher Education, which reduces the chances of its development in conditions of high variability of the external and internal environment.

## REFERENCES

1. Борытко Н.М. Управление образовательными системами : учебник для студентов педагогических вузов / Н.М. Борытко, И.А. Соловцова ; под ред. Н.М. Борытко. – Волгоград : Изд-во ВГИПК РО, 2006. – 48 с.
2. Красикова В.В. Управление качеством образования в дошкольном учреждении / В.В. Красикова // Управление современным дошкольным образовательным учреждением : сборник статей / научн. ред. Е.И. Касаткина. – Вологда : Изд. центр «ВИРО», 2004. – С. 56–59.
3. Лебедев О.Е. Управление образовательными системами: теория и практика : учебнометодическое пособие / О.Е. Лебедев. – СПб. : Отдел оперативной полиграфии НИУ ВШЭ, 2011. – 108 с.
4. Журинская Е.Е. Роль и место колледжа как учреждения среднего профессионального образования в системе непрерывного педагогического образования / Е.Е. Журинская // Вестник Ленинградского государственного университета им. А.С. Пушкина. – 2013. – С. 74–83.
5. Землянский В.В. Адаптивное управление образовательным процессом в колледже / В.В. Землянский, П.В. Желтов // Вестник Костромского государственного университета. – 2009. – № 2. – С. 266–270.
6. Ключева Е.В. Педагогика: курс лекций по актуальным проблемам общего и дошкольного образования : учебное пособие / Е.В. Ключева, Т.В. Наумова, Е.В. Губанихина, М.Н. Корешкова; под общ. ред. Е.В. Ключевой, Т.В. Наумовой. – Арзамас: Арзамасский филиал ННГУ, 2013. – 254 с.
7. Егоров В.В. Педагогика высшей школы : учебное пособие / В.В. Егоров, Э.Г. Скибицкий, В.Г. Храпченков. – Новосибирск : САФБД, 2008. – 260 с.