

PERSPECTIVES OF EMPLOYING WORLD EXPERIENCE IN PROVIDING ACADEMIC AND FINANCIAL INDEPENDENCE TO HIGHER EDUCATION

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Abstract

Growing necessity for human capital all over the world creates the need to carry out reforms to improve the quality of education in higher education institutions (HEIs). In order to implement socio-economic political changes in the management system of higher education institutions that they should be given academic and financial independence. This article will highlight a significant condition to improve their activity by providing academic independence which has been tested in advanced universities of the world, and to train competitive personnel. The author will bring some examples about political changes (Decree of the President of the Republic of Uzbekistan, 2019) and academic independence in many advanced higher education institutions of the world to provide academic and financial independence and to introduce a liberal management system (Education Management Corporation, n.d.). Furthermore, the author will emphasize the importance of a number of reforms that are being implemented to give academic independence to higher education institutions ensuring leadership and management system in Uzbekistan based on foreign and international experiences in the concept of the development of higher education system of Uzbekistan until 2030, turning Uzbekistan's higher education system into a "hub" in Central Asia.

Keywords: Seedling, silkworm, academic, independence, international, experience, management.

INTRODUCTION

Comprehensively, good development of the state depends, first of all, on the training of potential personnel and their use. In the reforms carried out in our country, the main focus is on bringing the process of personnel training to high quality. The state educational standards for increasing scientific potential and quality organization of education in the higher education system were also created using the experience of developed countries, which in turn helps them to improve their quality and reach higher heights. Therefore, currently, in the educational system of developed countries, the corporate management method is widely spread, refusing authoritarian and administrative-bureaucratic management model (Education Management Corporation (EMC), n.d.). By giving academic and financial independence to higher education institutions based on their capabilities, it is possible to create a competitive and highly effective educational environment. The Decree of the President of the Republic of Uzbekistan No.PD-4391 of July 11, 2019 "On measures to introduce new principles of management into the system of higher and secondary special education" (Decree of the President of the Republic of

Uzbekistan, 2019; President of the Republic of Uzbekistan, 2022) aimed at bringing the implementation of research and other organizational issues to a new level.

The basis of management in higher education institutions should be a bureaucratic culture, but its increase can strengthen formal relations and negatively affect the level of creativity and freedom in the educational institution. Measures aimed at the formation of managerial competencies of the reserve of management personnel in the educational institution constitute a management tool for the behavior of the employees of the institution, as well as the entire pedagogical team.

Research Methodology. Based on the descriptive and comparative methods analysis of the world practice of the activities of higher educational institutions, it is possible to distinguish between liberal and centrist models of freedom in the management of HEIs.

The model of liberalism in developed countries like the USA, Great Britain, and Canada emphasizes a high level of independence for higher education institutions. The ministries of education and other authorities are responsible for setting strategic priorities and guidelines for the development of the higher education system. The main part of management powers is concentrated in the hands of intermediary organizations, which can answer the task of licensing and accreditation of educational programs, ensuring the assessment of the quality of education, and distributing financial resources.

According to the centrist model, European countries like France, Germany, and Ukraine view their higher education institutions as having legal autonomy in terms of their educational, research, administrative, and financial activities.

In addition, the relations of the university with the state are governed by legislative acts, orders and manuals (instructions) of state administration bodies. The management models of the above-mentioned higher education institutions, in turn, contributed to the development of the existing universities and institutes in the country and to occupy high places in the world ranking. Currently, in the global educational environment, academic independence in the management of advanced international higher education institutions has become an integral feature of the most effective educational systems in the world.

However, there is no universally accepted definition of academic independence, and its complete independence depends on the existing system of government, university traditions, as well as the level of development of culture, science and education formed in each particular country. In scientific literature, it is emphasized that academic independence means, first of all, freedom of activity of higher education institutions. Achieving academic freedom is the main value of modern higher education.

At the current stage of society's development, higher education and its transformation are affected by the main factors: commercialization, mass and availability. It is necessary to return once again to the basic concept of Humboldt's academic freedom (Humboldt, 1810), where under academic freedom the professor has the right to teach, conduct scientific research, publish and express opinions without any restrictions.

Academic freedom guarantees the right to work as a professor through a system of contracts and agreements. The basic concept of Humboldt's academic freedom can be traced back to his 1810 treatise "Idea for a Universal History with a Cosmopolitan Purpose", as well as his subsequent writings on the university. In this treatise, Humboldt argued for the importance of individual freedom, including the freedom of thought and expression, as a fundamental principle of education. He believed that academic freedom was essential to the pursuit of knowledge and the development of human potential. Humboldt's ideas on academic freedom were later influential in the development of modern universities and the concept of academic freedom that is recognized today. For example, the American Association of University Professors (AAUP) cites Humboldt as one of the early proponents of academic freedom in the United States. The AAUP's Statement of Principles on Academic Freedom and Tenure, first issued

in 1915 and revised in 1940, is based in part on Humboldt's ideas. At the same time, an important factor must be taken into account - how the university is governed is important for academic freedom (Humboldt, 1810). The essence of academic freedom is not the privilege of the professor to participate in the management of the university, but the ability to express his opinion on management issues.

The formation of an innovative educational environment on a global scale requires ensuring the priority of the principles of an innovative approach in the management of a higher education institution. Therefore, the innovative approach is recognized as an important factor in the development of higher education institutions in accordance with the social, economic, and cultural changes taking place in society, the increase in the quality of education, and the training of qualified, strong competitive personnel. Thus, in the USA, Great Britain, Germany, France, Japan, South Korea, Canada, Singapore, Turkey, Russia, new trends of innovative management of HEIs - venture financing, benchmarking (benchmarking), franchising (franchising), outsourcing (including: IT-outsourcing; out + source), crowd sourcing (crowd + sourcing), branding (branding), philanthropic activity (philanthropic activity) are being introduced.

The principles of freedom and independence used in relation to the higher education institution include a set of rights and obligations, full responsibility and accountability to the society. Institutions of higher education should be given independence in their internal affairs, but such independence should also be based on responsibility and accountability to the government, parliament, students and society as a whole. Today, the American liberal model is being widely implemented in the management of higher education institutions in many countries. This model is approved by most developed countries because of its large-scale independence. This model was formed and improved in the USA, Great Britain and Canada, and in order to know its content and effectiveness, it would be appropriate to research the possibilities of management of higher education institutions in these countries (Jones, G.A., Shanahan, Th., Goyan, P., 2012). A distinctive feature of the management system of American higher education institutions is the clear division of duties between the Council and the President, in which the Council performs strategic management, while the President performs operational management. The president manages the work of the higher education institution in accordance with the rules and regulations established by the Council being responsible for it.

The Council has the authority to remove the President of the Higher Education Institution if their management is found to be ineffective. In order to incentivize efficiency and adherence to established standards, there is an economic incentive system in place for these institutions, which determines their level of financing. Additionally, the law requires that the amount of the educational payment contract be approved by the Higher Education Institution's Board of Trustees. By signing a Memorandum of Understanding or a "Management Agreement" with an authorized body, the HEI will have the opportunity to obtain a greater degree of independence. The management independence of Canadian higher education institutions is unique and is recognized as one of the most effective forms of management today. This country has a decentralized education system, and in terms of management of HEIs, Canada's ten provinces are very different from each other.

Most of Canadian higher education institutions share some common characteristics, including the adoption of a corporate management model. Additionally, Canadian legislation reinforces the process and authority of appointing a rector in these institutions. The rector is responsible for awarding scientific degrees and is appointed by the Board of Trustees based on the recommendation of the Alumni Association and in consultation with the Senate. The term of the rector lasts for three years or until a successor is appointed, and re-election for a second term is possible, but the rector cannot serve for more than six consecutive years.

Discussion. Talking about higher education institutions in European countries, today a two-level

system is used instead of the traditional unitary system of higher education management. At the same time, the independence of European HEIs varies from approval to appointment of senior staff. If universities are funded from different sources, they will have more freedom in hiring staff. In countries where higher education institutions are financed by the state, a lower level of management independence is observed. When evaluating the level of organizational independence and institutional capabilities of higher education institutions in Europe, it is necessary to consider the structure of the governing bodies of the institution. The structure of governing bodies of European universities may be different.

Nevertheless, the main management bodies of higher educational institutions consist of decision-making bodies and advisory bodies. In some countries, the basic norms of university decision-making bodies are regulated by law, but universities usually have freedom to implement them.

In European universities, it is common to provide guarantees or state obligations to academic freedom.

Despite being akin to the freedom of speech, academic independence is not universally accepted as an absolute right. In accordance with the principles of accountability of public authorities, it is necessary to balance the autonomy of higher education institutions with their efficiency and responsibility to serve the interests of society. Therefore, the extent of academic independence is determined based on these factors (Reding, 2000). For example, in the Greek Constitution, academic freedom and freedom of education do not cancel the obligation to comply with the norms of the Constitution.

Conclusion. Thus, it can be concluded that it is crucial to investigate and adopt the principles of institutional autonomy implemented in developed countries, identifying their significant and successful features, and applying them to the national education system while also setting boundaries for autonomy. Educational reforms nowadays require the fulfillment of this important need. The analysis reveals that the classical European model is effective and appropriate for the implementation of academic and financial autonomy in higher education institutions. However, it is crucial to create favorable conditions for financial independence and attract private investors before initiating this process and increasing their involvement in it.

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