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ANALYSIS OF THEORETICAL VIEWS ON THE ACTIVITY OF MANAGEMENT BOARDS IN HIGHER EDUCATION INSTITUTIONS ON THE EXAMPLE OF THE EXPERIENCE OF FOREIGN COUNTRIES

Yakubov Azizjon Tajiboevich

Head of the department of the Ministry of Higher Education,
Science and Innovation

Governing boards play a critical role in shaping the strategic direction and governance of higher education institutions around the world. The activities and decisions of these boards have a significant impact on the academic, financial and administrative aspects of universities. In higher education institutions, governing boards set policy, oversee financial management, appoint key personnel and ensure compliance with regulations is responsible for They serve as the governing body that guides the institution toward its mission and goals. The composition of governing boards varies across countries, with some having a more centralized structure and others adopting a decentralized approach. Different theoretical perspectives shed light on the functioning and effectiveness of governing boards in higher education. Agency theory emphasizes the principal-agent relationship between the board of directors and university management, focusing on issues of accountability and alignment of interests. Resource dependence theory emphasizes the external dependence of universities and the role of governing boards in managing these relationships. Examining the experience of governing boards in foreign countries provides valuable insights into best practices and challenges. For example, countries such as the United States have a strong tradition of shared governance in which faculty members play an important role in decision-making processes. In contrast, some European countries have more centralized governance structures with a focus on efficiency and accountability.[1]

Governing boards in higher education face a range of challenges, including balancing academic autonomy with accountability, navigating a complex regulatory environment , addressing issues of diversity and inclusion. However, these challenges also present opportunities for boards to innovate, collaborate and bring about positive change within their institutions. Management is responsible for defining the organization's mission, vision, and strategic goals. They develop long-term plans and policies to guide the direction of the university. The board oversees



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the financial status of the institution, including budget approval, financial planning and monitoring of financial results. They ensure efficient and effective allocation of resources. The board appoints and evaluates senior leaders, such as the university president or chancellor. They also approve the appointment of scientific and administrative staff. The management ensures the operation of the institution in accordance with the requirements of the law and regulations. They establish governance structures, policies and procedures to promote transparency and accountability. The board identifies and manages risks that may affect the organization's operations, reputation or financial stability. They develop risk management strategies and monitor risk. The Board oversees academic programs and ensures that the institution maintains high standards of teaching, research and student support services. They can review and approve new curricula or changes to existing ones. The Board fosters relationships with stakeholders, including students, faculty, staff, alumni, donors, and the broader community. They raise the profile of the institution and participate in fundraising and advocacy. can put The board evaluates the activity of the institution according to its strategic goals and key performance indicators.[2]

They evaluate the effectiveness of policies and initiatives and make adjustments as necessary. The Board promotes diversity, equity, and inclusion at the institution, and ensures that policies and practices support a welcoming and inclusive environment for all members of the university community. In general, the governing board plays an important role in setting strategic direction, ensuring financial stability, supporting governance and compliance standards, and developing a culture of excellence and innovation in higher education institutions. In general, to control the educational process, it is necessary to use the full management cycle: to know it, to analyze it, to identify weak points and to formulate goals for their elimination, to plan their achievement, to organize themselves and students (and in school in general - the whole school team) both the process itself and its management should be regulated based on the implementation of the plan, control of results, analysis. To determine the essence of training management, it is necessary to determine the initial unit of analysis of the management process that combines all aspects of management. Such a unit is called a state of control. From the point of view of management, it can be called a target management situation. The educational situation combines a set of conditions in which the teacher and the student actively



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participate as subjects of pedagogical educational activity. This set of conditions and conditions constitutes the real environment (educational and educational situation) in which decisions are made about how to influence the student to help him move from the initial state to a qualitatively new one. is accepted.[3]

Decision-making is related to the goal of management activity and is aimed at eliminating any contradiction and solving the problem. Therefore, the main part of the educational and educational situation is, in fact, a certain problem, which creates a pedagogical task in relation to its understanding and the goals of teaching and education. The above must be completed. The educational and educational situation created by the teacher should be solved mainly in the conditions of interaction between the teacher and the student.[4]

Conclusion:

To sum up, the activity of management councils in higher education institutions is a complex and multifaceted process that requires deep mastering of theoretical foundations and practical experiences. Boards of directors can improve their effectiveness and contribute to the overall success of higher education institutions by learning from the experiences of foreign countries and absorbing different perspectives.

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