

The Content And Practical Significance Of The Principles Of Academic Independence In The Management Process Of Higher Education

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Annotation: The article analyzes the content and practical significance of the principles of academic independence in the management of higher education and the socio-economic significance of improving the quality and activity of services in the market of educational services based on the results of marketing research. In general, the concept of marketing research has the same meaning as the term “market research”. That is, it includes the state of the market, the assessment of goods and services, the analysis of key trends, stages of development, the study of local and regional markets.

Keywords: Management of higher education institutions, academic independence, principles of academic independence, autonomy of higher education, education, education system.

Introduction

Today, the concept of marketing is essentially based on the individual approach of consumers from the marketing of the past and is manifested as a global function based on a clear marketing strategy, unlike the era of production, sales and service concepts. As a result, the social sphere, ie education services, is becoming a strategic activity.

Marketing decision-making in the field of educational services in the Republic of Uzbekistan is aimed at a specific strategic goal, based on which the transition of educational services from short-term plans to long-term socio-economic programs remains a requirement of the times [1].

In his textbook, AP Pankrukhin emphasizes the importance of marketing strategy in the analysis and prospects of the results of a significant part of the business environment and the organization's multidimensional thinking and implementation in accordance with market changes, taking into account the strengths and weaknesses of its activities [2].

According to D. Cravens, “strategic marketing is a process of developing a strategy, taking into account the changing environmental factors. Strategic marketing serves to connect the enterprise with

the external environment, is a process of strategy development, taking into account the changing environmental factors "[3].

Method

The definitions given to it during the development of marketing activity are also being updated. Nowadays, there is a growing need for marketing strategy to be used not only for the study and development of business activities, but also in the social sphere. It is known that the education sector is part of the socio-economic network. Development and improvement of the strategy of marketing of educational services will increase the competitiveness of the industry, increase the efficiency of educational services. At a time of rapid development of information technology, the demand for modernity and speed of educational services is growing. Competitive relations in the industry are expanding. In this context, there is a growing need to further improve the marketing of educational services and its strategy.

Analysis of the competitive environment in the strategic planning of the market of educational services Based on the concept of competitive strategy of M. Porter [4] we divide into groups:

The first group consists of competing forces of manufacturers of similar products. In doing so, we cite intra-industry competition, which is reflected in the traditional study of market systems of higher education institutions specializing in one-way education.

The second group consists of suppliers of raw materials, semi-finished products. In the market of educational services, this group consists of teaching materials, technical equipment of the institution, teaching teachers and professors.

The third group includes product buyers. These are spontaneous students.

The fourth group consists of entities with the ability to produce a similar product.

The fifth group consists of manufacturers of direct by-products. In the market of educational services, for example, a higher education institution trains students in a completely different field, but it also includes economics. Of course, even if it is aimed at teaching the economics of the same industry, it can still be able to attract potential applicants to an economics-oriented institution.

According to Philip Kotler's approach, higher education marketing is the analysis, planning, implementation, and monitoring of well-defined programs designed to facilitate the free exchange of values in target education services markets in achieving a set goal [5].

In the market of educational services, the seller is a person who assists in the presentation and formation of market supply [6]. In this case, the seller will need to have some specialized knowledge and be able to provide it to consumers based on their requirements.

Thus, the marketing strategy is a key part of the education services market development policy, manages all the factors of development and lays the foundation for the development and expansion of the types of services.

Based on the characteristics of the market of educational services, it is advisable to take into account the following factors that shape the marketing strategy:

- demand and development trends of the external marketing environment;
- Competition in the market, the status and characteristics of the main competitive educational institutions and their strategic directions;
- identification of management resources and educational institutions with their internal capabilities (education services, investment in modern pedagogical technologies and equipment, branding, human resources, scientific and technical, etc.), their strengths in the competition;
- The general concept of development of the institution, its global goals and issues of activity in key strategic areas [7].

Socio-economic management of the education system is complex, contradictory, and differs from the management of many sectors of the real sector of the economy or the market of services in a number of qualitative features. Most importantly, the education system is limited not only to the training of competitive personnel for the market, but also to the training and improvement of labor resources, which is an important factor in meeting the political, ideological, socio-economic, spiritual and educational needs of society and the state. Therefore, the management of the education system, the regulation of the market of educational services and the evaluation of the effectiveness of marketing activities should be approached from the perspective of the broad needs of society [8].

Improving economic relations in the market of educational services necessitates the study of the nature and content of educational services, which is its object. Because the market of educational services is a system of exchange of educational services. Achieving a market balance between supply and demand for educational services is a key economic condition for the formation and development of the educational services market [9].

Marketing system in higher education - market-oriented principles, views that serve as a basis for the management of higher education and to form and maintain mutually beneficial social and economic relations with stakeholders in the exchange of higher education products in the market to meet individual, collective social needs and the system of beliefs, as well as their commercial - economic and social interests.

Researchers distinguish between academic freedom and work order as well as substantive autonomy.

Academic freedom means the freedom of the scientist to teach and conduct research. It is the freedom to seek the truth and disseminate knowledge without fear of sanctions on political, religious or social factors.

Substantive autonomy means the independence of a higher education institution in determining its goals and programs.

Workplace autonomy is the right of a university to choose the means to achieve a goal and execute programs. In some cases, university autonomy is defined as the formation of a teaching staff, the admission of students, as well as the creation of conditions in which they work and study;

freedom of curriculum development and quality standards; freedom to distribute funds to different parts of the turnaround [10].

The doctrine of university independence was formulated by Beritolson, a professor at the University of Geneva: "The ideal independent university: freedom of choice of leader; freedom of choice of management model; freedom to choose the object of scientific research; freedom of admission of students; freedom of choice of social order; property and the right to manage it; should be free to use funds from additional sources "[11]. Mexican researcher I. Ordorica evaluates the autonomy of the university in the following dimensions:

- 1) political autonomy, including appointment to positions on internal criteria;
- 2) academic autonomy, territorial autonomy, including the right to education, academic freedoms and freedom of speech;
- 3) financial autonomy associated with the use of funds paid for tuition, salary policy and other parameters [12].

R. Stikvex autonomy as the ability of academic structures to make independent decisions on tasks given in specific areas and institutional contexts; the establishment of certain forms of intellectual capital movement that systematizes the value system and space and promotes the mobility of scientists; decision-making on assessment criteria at the teacher and student level; defining the strategic objectives and goals of the academic system; establishing relationships with other social spheres that are critical to future development (e.g., with the economy, politics, civil society);

Academic autonomy is an integral part of civil society because it involves public debate aimed at mutual understanding and understanding. P. Kilmansegg argues that "autonomous universities are involved in building an important element of democracy, an integral part of democracy, a unique institutionalization of freedom of research and teaching" [14]. Autonomy and collegiality determine the structure and policy of participation in academic activities. Together, they provide an opportunity to conceptualize the democratic process in higher education institutions [15].

Academic autonomy is one of the key indicators of the development of a pan-European educational and scientific space, the construction of a "Europe of knowledge" [16]. The main debates are about the changing limits of university freedoms and academic autonomy in the context of declining state funding for higher education, the transformation of socially expected outcomes in relations with universities, the growing need for flexible management of academic structures and the adaptation of curricula to labor market requirements. At present, there is a need to reconsider the

basic relationship between society and the academic system, which laid the foundations of the basic principles of higher education in the post-Cold War period. Academic autonomy as an important principle of the university should be redefined based on the values of the academic association and the position of effective management of university structures.

The problem of assessing academic autonomy for the subjects of conducting and implementing social policy is explained by the lack of relevant tools for effective management of many components of the complex description of the university world.

Higher education researchers are concerned about the shrinking space of academic autonomy in the future.

Today, it faces serious challenges: popularizing education; university structure management; commercialization and privatization of science and education; globalization of the market of educational services, integration of the university into the ideological project of "national state", etc.

While the popularization of education first occurred as a result of the education revolution in the secondary education system, after World War II it spread to the higher education system. The educational revolution means an unprecedented increase in the number of students at all levels of education. It has led to an increase in the number of students per university teacher and has seriously hampered interpersonal communication within the university.

Instead of a collegial organization of the academic association, new principles of managerialism are entering. According to a number of researchers, the new managerialism puts a lot of pressure on the individual, especially in cases where the scope of teacher autonomy intersects the scope of control of the manager, ie at the level of individual academic freedom. The unprecedented development of managerialism in recent decades is associated with the penetration of neoliberal principles into the system of public administration. This raises two issues: first, decisions made in terms of managerialism can be ethically questionable, and second, managerialist methods of governance in many respects contradict the democratic principles of decision-making commonly used in the social sector. Managerialism, which is becoming more and more deeply embedded in the university system, is a serious warning to both the institutional autonomy of the university and the professional autonomy of the representatives of the academic association.

The results obtained during the study allowed us to conclude that with the increase of information about the academic freedoms of students at the university, their level of awareness of their own ways of acting, their academic needs will increase significantly.

However, we must not forget that the level of students' use of academic freedoms in real university life depends not only on their knowledge, skills and experience, but also on many factors, one of the key factors here is the university leadership's desire to grant students academic freedom. In this

regard, we consider it necessary and appropriate to consider the academic freedom of students as one of the most important conditions for the formation of professional skills of the future specialist.

Conclusion

In conclusion, our goal is, on the one hand, to present academic autonomy as an important feature of the university world, and, on the other hand, to emphasize the importance of cultural and economic components for economic, institutional and managerial education policy.

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