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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ANALYSIS OF ADVANCED FOREIGN EXPERIENCES IN  
THE MANAGEMENT OF THE HIGHER EDUCATION SYSTEM****Sarvar Anvarovich Usanov***deputy dean for academic affairs of the part-time department**Jizzakh State Pedagogical University named after A. Qadiri,**Jizzakh, Uzbekistan**E-mail: [sarvar\\_uzb@inbox.ru](mailto:sarvar_uzb@inbox.ru)***ABOUT ARTICLE**

**Key words:** higher education, dual principle, globalization, integration, competence, quality of education, systematic management, interpersonal relationship, mental ability, pedagogical reflection, Asian education model, foreign experience, strategy, scientific research, management system, academic knowledge.

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**Abstract:** in this article, the shortcomings that arise in the management of the higher education system and their elimination, the study of the experiences of the foreign higher education management system, the application of foreign experience in the higher education system, and the management of the quality of higher education, first of all, education It is explained that it is directly related to the knowledge, curiosity, and intellectual competence of the personnel in the educational institution.

**INTRODUCTION**

The purpose of higher education is to train highly qualified competitive personnel capable of ensuring the socio-economic and cultural development of our republic, working independently in the conditions of the market economy in the specialty of their choice. In the process of higher education, being aware of foreign experiences will only benefit the state and serve to further increase the intellectual potential of educated personnel.

**LITERATURE ANALYSIS AND METHODOLOGY**

When analyzing foreign literature on management problems, M.Albert, M.Mescon, F.Kheduri, V.Sigert, L.Lang, M.Wudok, D.Francis and other researchers used both the term management and the term management in different situations. using the same, we can see that they have implemented almost the same semantic views. It can be seen that it really allows us to talk about a certain characteristic of the concepts of management and management and proves the legitimacy of their equivalent use in the framework of our research.

## DISCUSSION

In our opinion, there are three main models of using foreign experience in the higher education system. These are European, American and Asian models<sup>1</sup>. Within the framework of the European model, the English, French, and German education model, as well as the education model of Eastern European countries, stand out. For example, the "dual principle" (that is, linking education with production) of the German model, free education for all is a characteristic feature of the French education model. The European education system includes a wide range of training and vocational training, including free retraining by labor and employment authorities.

The nature of education in England, which is part of the European model of higher education, is distinguished, first of all, by the peculiarities of its financing and distance education. This situation is happening in the higher education system in the world and is happening in harmony with the deepening globalization, liberalization and integration (internationalization) process trends.

Globalization generally refers to three common processes:

- a) continuity of the historical process;
- b) universalization and halogenation of the world;
- c) literal openness of national borders.

Globalization affects the management system of higher education directly (funding of education and science) and indirectly (in accordance with the demand and supply situation in the labor market and in accordance with economic and technological changes in this market, students acquire knowledge and skills (increasing the need for skills) has its effect.

Today, international institutions and organizations (UN, UNESCO, European Economic Cooperation Organization, G8 countries) are trying to manage the process of globalization in higher education and education in general.

Liberalization of higher education means granting independence (autonomization) to higher educational institutions, determining their own development strategy, and solving issues from education financing to international cooperation with foreign higher educational institutions.

The integration of the higher education sector is considered to be harmonization at the national institutional level, and in this process educational services are measured by international standards.

It should be noted that the integration of higher education opens wide opportunities for financing this process in a particular country.

## RESULTS

The Great Britain model, which is distinguished by its unique approach to the development of the professional competence of the management and pedagogic staff of higher education institutions,

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<sup>1</sup> Yo'ldoshev J.G'. Xorijiy mamlakatlarda ta'lim. – Toshkent: Sharq, 1995. – B,18

has a municipal character, in which each higher education institution develops strategies aimed at developing the professional competence of its pedagogic staff<sup>1</sup>. That is why in Great Britain, the creation of programs and courses for specialties and areas with a high rating and demand level in the world is well underway. In addition, special attention is paid to the development of creativity, creativity and communication, and soft skills aimed at quickly entering into the events happening around in the training process, in order to increase the level of competence of pedagogues and specialists. Because such competencies are highly valued by employers.

In using the experience of the UK higher education system, we believe that we should focus on the following aspects:

- Relying on universal principles of national mentality and historical heritage in the formation of internationalization of education in the conditions of Uzbekistan;
- it is necessary to develop the most effective method of distance education in connection with modern educational technologies.

Management and organization of higher education can be learned from the experience of higher education in France and important aspects worth applying to social practice can be taken into account.

The model of formation of professional competence of managers in Germany is based on the theory of F.Weinert, which is built on the relationship between knowledge and competence, and it includes the following:

1. Systematic management: foresight, goal-oriented management, leadership, team building.
2. Solving problems: analyzing information, formulating alternative options, conceptual flexibility, decision-making.
3. Interpersonal relations: listening, understanding the relationship, helping subordinates in their professional development.
4. Quick efficiency: initiative, quick control, distribution of powers, concentration of attention.
5. Influencing people: presentations, self-confidence, explanation and persuasion, making a plan of actions.
6. Personal qualities: agility, stress resistance, quality work ability.
7. Management taking into account the environment: understanding the external environment, understanding political factors, observing professional ethics, understanding one's role.

Higher education in France is mainly based on university education, which is organized on the basis of three (cycle) cycles. Two of them are considered the main and include a period of 2-3 years,

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<sup>1</sup> Muxtorov A., Sultonov T., Mustafakulov Sh.I. Ta'lim sohasini rivojlantirish bo'yicha xorijiy tajribalar Iqtisodiyot va innovacion texnologiyalar – Toshkent, 2012. – B,8

and the additional third period (if comparable) refers to the concept of "postgraduate" and is post-graduate education<sup>1</sup>.

At the same time, France has accumulated rich experience in the development of a higher education institution in the system of international relations. In 1998, the government founded the "Edufrange" agency, which establishes international cooperation on higher education. This agency provides advice and commentary services to foreign students and scientists. Currently, "Edufrange" agency has 80 representative offices in 30 countries.

The globalization of the world in many ways makes the internationalization (integration) of education a natural necessity. This requires a new approach to the management of all areas of education, especially higher education.

In this regard, we think that studying the experience of higher education organization in Germany and using it to improve the educational reforms implemented in Uzbekistan will have a good effect.

It should be noted that the attraction of foreign students and specialists to higher education institutions in Germany is gaining strategic importance both in terms of its geographical scope and in terms of spending money. More than 200 talented students and specialists from different countries of the world are attracted to the higher education system on the basis of the DAAD (Deutscher Akademischer Austauschdienst) program. DAAD activities are supported by a number of international organizations (European Union and NATO).

The deepening of economic, scientific and cultural integration in the world involves all countries in the process of intense globalization, which brings fundamental changes to all aspects of human activity<sup>2</sup>. The emergence of the concept called "internationalization of higher education" in the world is a vivid example of such an influence. In this regard, we are talking about the international basic model of education accepted in every country of the world.

The strategy of fundamental changes in Uzbekistan is based not only on local values, experience and traditions, but also on the use of advanced foreign experience. In the process of reforming the national education system of Uzbekistan, the elements of the Asian education model are sought to be taken into account and creatively used in the achievements of other countries.

In the world, three models of the authority given to the central state body (ministry) in managing the education system can be distinguished:

- 1) authority is given to the regional management body;
- 2) to a special agency (intermediary organization);
- 3) directly to a higher educational institution.

<sup>1</sup> Юлдашева М.Б. Образование за рубежом. –Ташкент, 2006. – В.11

<sup>2</sup> Saidov.V. Oliy ta'lim menejmenti va iqtisodiyoti – Toshkent, 2005. – В.17

The first model is used in countries with a federal government structure and a centralized government.

The second model is characterized by giving the authority to manage education to a separate ministry within the government. This model is being used in our republic.

In the third model, it is envisaged that the Ministry of Education will implement strategic management, and the higher education institution will decide on tactical and intensive management. The application of this model in the conditions of the Republic of Uzbekistan gives high results.

Thus, after analyzing the pedagogical, psychological, philosophical, scientific literature and research works, it was found that there are the following problems:

1. It is necessary to develop electronic didactic support for improving the management system of students' educational activities in pedagogical higher educational institutions, provide pedagogical conditions;

2. It is necessary to develop a didactic management model for improving the management system of students' educational activities in pedagogical higher education institutions;

4. It is necessary to develop a mechanism for improving the management system of students' educational activities in pedagogical higher education institutions;

5. It is necessary to clarify the evaluation indicators of the level of improvement of the management system of students' educational activities in higher educational institutions of pedagogy, to develop suggestions and recommendations.

## CONCLUSION

To solve the above-mentioned problems, first of all, it is necessary to develop electronic didactic support for higher education management and provide pedagogical conditions. Secondly, it is necessary to develop a didactic model and improve the mechanisms of improving the management system of students' educational activities in pedagogical higher educational institutions. Thirdly, it is necessary to improve management mechanisms using evaluation indicators in experimental work.

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