eISSN: 2349-5715 pISSN: 2349-5707

Volume: 12, Issue 07, July-2025 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

DEVELOPMENT TRENDS OF HIGHER EDUCATION AND ITS MANAGEMENT SYSTEMS IN DIFFERENT TYPES OF ECONOMIES

Shokhrukhiddin Fakhruddinovich Khasanbayev

Independent researcher at Tashkent State Transport University

Annotation: This article analyzes the economic essence and nature of the modernization process in the management system of higher education. It examines the issues of developing the education system in accordance with modern requirements, achieving efficiency in training competitive personnel, and attracting investments to the sector. Special attention is paid to the importance of using digital technologies, public-private partnerships, and market mechanisms in education management.

Keywords:management, financial-economic sector, management, competence, specialist, development, economic content, modernization

Currently, the higher education system plays a strategically important role in the development of countries around the world. The development of various economic systems (market economy, mixed economy, centrally planned economy) has different effects on higher education systems. These effects are especially evident in the areas of education management, financing, human resource policies, and quality assurance.

In the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, "On the approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030", improving the strategic management system of educational institutions in the digital economy was identified as a priority. The decree emphasizes the development of management competence.

The term "competence" originates from the Latin verb competo – meaning "to achieve," "to correspond," or "to approach." There are many definitions of the term “competence.” After analyzing and comparing them, we clarified the concept. In our opinion, competences are a set of specific knowledge, skills, and abilities, as well as the capability to apply them based on prior experience. We must not limit competence to technical skills alone; they should also include personal characteristics such as patience, goal-setting ability, leadership, and initiative. Our developed methodology is based on the works of I. Adizes, aimed at identifying the management code.

Analyzing the impact of motivation on work efficiency allows for the design of work processes and the assessment of management system effectiveness. An analysis of the professional activities of economists allowed us to formulate tasks to be solved in the field of management: analytical, economic, entrepreneurial, and organizational. A model for developing management competence among students in economic specialties was developed based on a systematic approach in education.

It is necessary to theoretically justify, develop criteria for, and test a model for developing the management competences of students in economic specialties. The research methodology and methods included analyzing scientific studies on developing managerial competencies in various types of professional activity and demonstrated the wide application of modeling as a methodological approach. This competence is mainly studied in the context of managerial training and is represented as a set of knowledge, skills, and management abilities. The managerial competence of students in various fields is considered a personal educational quality that enables them to perform management activities.

The scientific interpretations of the term "management competence" are general in nature and do not fully reveal the content of an economist’s management activities. Therefore, it is necessary to

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 12, Issue 07, July-2025 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

determine its content, functions, and develop a model for its formation among university students of economics. Notably, the model takes into account the specific nature of an economist's professional training, which differs significantly from that of a manager.

For managers, developing management competence primarily involves developing skills and abilities to influence a specific management object (team) with unique characteristics. In this sense, managerial authority requires considering subjective and informally structured parameters of the team, which relate to psychology, behavior, and interpersonal relationships. On the other hand, the economist's management competence is formed as a body of knowledge and skills for universal managerial influence using formalized methods such as economic analysis.

This approach does not fully consider the subjective characteristics of participants in the management process. However, the models and methods used by economists in management activities are more suitable for long-term planning and implementation of management processes. These models can be adapted and applied to manage new heterogeneous management objects, regardless of their individual subjective characteristics.

Management is the organization and direction of a particular type of activity. It refers to organizing and managing various business aspects of human life, including economic and financial areas. It is a necessary type of management for a market economy and production economics.

Foreign sources define the management competence of students in economics as an integral personal characteristic of future economists, characterized by the ability to solve managerial tasks in the field of economic activity. These include diagnosing economic activity, determining the enterprise's economic potential and development paths, developing strategic plans, economically justifying investment projects, selecting financial investment targets, and analyzing company performance based on set goals.

The goal of management activities for an economist may include maximizing profit through efficient resource allocation, entering new markets, and optimizing production processes to diversify the enterprise. The specific feature of management competence for future economics specialists is the need to make management decisions based on economic analysis and economically justify the feasibility of implementing investment projects.

1. Development of Higher Education in a Market Economy

In market economies, higher education has the following features:

Autonomy and competition: Higher education institutions are independent and make financial and academic decisions freely.

Private sector participation: In many countries, private universities operate on an equal footing with public ones.

Demand-driven education: Education programs are frequently revised to match market demands.

For example, higher education institutions in the US and the UK are financed through various grants, tuition fees, and investments.

2. Education Management in a Centralized Economy

In countries with centrally planned economies (e.g., the former Soviet Union), the higher education system:

Was fully controlled by the state;

Had centrally designed curricula;

Trained specialists based on state needs;

Aligned the content of education with ideology.

In such systems, universities had little independence and limited openness to innovation.

3. Trends in Mixed Economies

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 12, Issue 07, July-2025 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

In countries with mixed economies (undergoing modernization), the education system is influenced by both:
Public-private cooperation: Both state and private sectors participate in funding;
Diversified governance: Combines centralization and decentralization in management;
Innovative approaches: Digitalization, quality assurance systems, and international cooperation are developing.
In Uzbekistan, trends such as increased autonomy in higher education, the opening of foreign university branches, and the digitalization of education are observed.
4. Development Directions of Higher Education Management Systems
In today's global context, managing higher education is guided by the following trends:
Mechanisms for assessing education quality (accreditation, rankings);
Strategic management (e.g., KPIs, management effectiveness);
Transparency and accountability (to students and society);
Use of digital technologies (e-governance, LMS platforms).
A model based on several ideas has been developed to form the management competences of economics students. First, forming management competence in a university's educational environment should be based on mastering and continuously improving management skills and personal qualities. This should not be limited to the bachelor's level but also involve participation in management activities after graduation.
Second, the tools for implementing the model take into account the thinking characteristics of economics students. To solve management problems, future economists must first model management processes. Based on this, they make decisions and organize staff to implement those decisions.
Third, the model defines the general logic of the step-by-step process of forming this competence, recognizing that each student has individual and professional traits, varying levels of knowledge and skills, and differing experience in management. The model emphasizes the need for individualized support, especially for students facing difficulties. This means that:
The future economist must first understand the importance of developing management competence, not just acquiring professional economic knowledge, but also additional skills;
The economics student must be capable of self-diagnosing their strengths and weaknesses and work on personal development;
A bachelor's student must learn to apply economic knowledge and skills in solving management problems.
Based on the above, the author's model for forming management competence was developed, consisting of the following components: goal-setting, methodological, structural-technological, and criteria-evaluation.
Among managers, developing management competence involves developing skills to influence a specific management object with unique characteristics—for example, individual motivations of team members, their professional development trajectories, and the structural features of the work process. In this sense, a manager's authority requires accounting for subjective and informal aspects of team interactions.
Practical research and business simulations allow students to apply their competencies, train in uncertain situations, and identify gaps from a competency-based approach. Since development is a long-term dynamic process, in this case, the method of practical research helps diagnose management competences and determine methods for developing them.

Conclusion:

In conclusion, higher education and its management systems develop differently depending on the type of economy. The state's role, market demands, and societal needs are among the decisive factors

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 12, Issue 07, July-2025 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

in shaping these systems. To manage education effectively, reforms must be carried out based on modern trends.

References:

1. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to’g’risida”gi 2019-yil 8-oktabrdagi PF5847-son Farmoniga. www. lex. uz.
2. Адизес И. Идеальный руководитель. - М.: Альпина Бизнес Букс, 2006. –С. 45.
3. Бабанова Е. М., Митяева А. М. Интерактивные технологии в формировании управленческой компетенции // Вестник Государственного гуманитарно-технологического университета. 2023. № 3. С. 8-14.
4. Козачок А. И., Пантелеев Р. Г. Модель процесса формирования организационно-управленческой компетенции будущих военных специалистов // Инновации в образовании. 2019. № 2. С. 34-45.
5. Балабанова В. А. Модель формирования управленческих компетенций будущих специалистов в системе среднего профессионального образования / «Интерактив плюс», 2017. С. 14-18.
6. Фридман А. Вы или Вас: профессиональная эксплуатация подчиненных. -М.: Добрая 2008.–С.25.
7. Mustafakulov Sh., Raximberdiev O., Egamberdiyeva M.Sh. "Iqtisodiy atamalarning izohli lug'ati". Darslik. Toshkent: Innovatsion rivojlanish nashriyot-matbaa uyi, 2019. 126-b.