

MAIN INDICATORS OF THE SCIENTIFIC AND EDUCATIONAL ACTIVITY OF THE HIGHER EDUCATION INSTITUTION

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Abstract: This article examines the determination of goals and dimensions in the effective operation of higher education institutions, as well as the participation of interested parties. The model of rating indicators and strategic goals used by the organization is highlighted. The article offers a template that can be used to create a university indicator system.

Key words: management of scientific and educational activities of the university, key indicators, strategic goal setting.

President Shavkat Mirziyoyev has defined the consistent development of the education system as one of the main priorities of our government in order to educate young people to be knowledgeable and competent, to train experts in line with world development. The initial reforms in the field of higher education focused primarily on increasing coverage, improving the financial condition of institutes and universities, and providing financial support to professors and teachers. Based on this, the main task is to adapt educational standards to international standards, to optimize professions that require higher education, and to fill them with new professions necessary for economic sectors.

HEIs can perform the tasks set by evaluating the efficiency of intellectual resources based on the main indicators of the activity of higher educational institutions (KPI).

Educational institutions are different: they have their own values and different approaches to learning. On the other hand, some common characteristics can be found in all universities.

In order to develop a system of indicators that allows for a comprehensive assessment of the effectiveness of the main directions of higher education, it is necessary to consider the socio-economic directions that shape the position of higher education in the market of educational services.

According to strategic management approaches, in the development of a balanced scorecard, the priorities of a commercial enterprise are finance, customers,

processes and development (competence, training). Of course, these areas can also be of strategic importance for HEI, because it carries out business activities and provides educational services to the population on a paid basis. In this case, finance is, on the one hand, income from extra-budgetary students, grants and contract work, and on the other hand, cost optimization.

Many experts have different opinions when it comes to identifying customers for OTM. Some consider the customers to be the students directly participating in the learning process, while others consider the employers to be the users of the knowledge and skills acquired by the graduate. However, there is another category of indirect customers - parents. They often influence the choice of applicants, and their satisfaction and the amount of investment in their child's education depends on the quality of the educational process and the results.

| Main customers | Other stakeholders |
|--|--------------------|
| <ul style="list-style-type: none"> ▪ Applicants and their family members ▪ Students ▪ Graduates | |

HEI as a structurally complex organization consists of many processes. For example, the most obvious is the educational process. We can also highlight the processes of creating scientific developments, participating in various research and scientific-practical events. In addition, there is a huge network of processes within the institution, for example, accounting, business, organizational, etc. This area is the most problematic for systematization and integration.

Due to the fact that the fields of development and teaching are concentrated in higher education institutions, it is not appropriate to separate them as a separate category. The university is a self-learning organization, so knowledge sharing is a dominant process.

The accumulation and use of human capital is the key to the successful development of higher education, and in commercial companies separate systems for training employees are created, which are usually local in nature and respond to simple quantitative evaluations.

Thus, two areas - processes and capacity - define a different direction for defining the strategic directions of the university. It seems appropriate to distinguish the 4 most important structural elements that develop the areas of "Finance", "Customers", "Processes" and "Development".

- 1) departments, including centers and laboratories;
- 2) faculties (synthesis of several departments);
- 3) institutes (association of related faculties);
- 4) university (integration of institutions).

Each selected field or perspective can be evaluated with a certain group of indicators, which together determine the main activity of the university, in particular, scientific and educational efficiency.

Before proceeding to the development of coefficients, it is necessary to set goals. According to experts, it is necessary to define no more than 4-5 goals for each prospect and use the most specific formulas.

We define the following strategic goals for the "Department" perspective:

1. Increasing the number of partner enterprises.
2. Increase the intensity of practice-oriented education.
3. Improving the quality of educational and methodological work.
4. Improving the level of qualifications for teachers.
5. Increasing the efficiency of scientific activity.

For faculty perspective:

1. Increasing students' satisfaction with the educational process.
2. Increasing the employment rate of graduates.
3. Improving the quality of training.
4. Ensuring a continuous trajectory of education.

For the institute perspective:

1. Increasing the effectiveness of recruitment campaigns.
2. Increasing the level of introduction of innovative forms of education.
3. Increasing scientific potential.
4. Expanding opportunities for students and teachers to participate in academic exchanges.

For the "University" perspective:

1. Increasing income from educational activities.
2. Increasing income from scientific activities.
3. Optimization of costs per student.
4. Increase the share of the university in the market of educational institutions.

The developed strategic goals of the university are interconnected and have strong cause-and-effect relationships. In order to have a direct impact on other goals, the relationship must be one-way.

Formed targets can be distributed in a 4x4 matrix (Table 1).

Table 1

University Objectives Matrix

| | Processes Development | Processes Developme | Processes Development (potential) Customers | Processes Development |
|------------|---|---|---|---|
| University | - | | Increasing the share of the university in the educational services market | 1. Increasing the income from the educational and scientific activities of the university 2. Optimization of costs per |
| Institute | 1. Increasing the intensity of academic exchanges 2. Increasing the level of introduction of innovative forms of education | 1. Increasing the intensity of academic exchanges 2. Increasing the level of introduction of innovative forms of | Improving the effectiveness of recruitment campaigns | |
| Faculty | Improving the quality of training | Ensuring a continuous trajectory of education | 1. Increasing students' satisfaction with the educational process 2. Increasing the employment rate of graduates | - |
| Department | 1. Increasing the intensity of practical training 2. Improving the quality of educational and methodological works | Training of teachers | Increasing the number of partner companies | Improving the efficiency of scientific activity* |

Note: if this goal is valued in monetary terms, otherwise the goal is included in the "development" perspective.

"Process" is based on the principle of sharing educational activities, and "development" is based on the principle of increasing scientific and pedagogical potential. As can be seen from the table, the goals of the department and the institute are mainly focused on the educational process. The effectiveness of the scientific activity of the department and the increase of the scientific potential of the institute have a dual nature, because they can be related to finance and development, that is, to the development of scientific research of teachers and students.

The faculty, by nature of its work, is mainly focused on clients and the final results of teaching.

The perspective of the "University" must achieve financial goals in order to be able to refinance the educational and scientific activities of the lower levels.

Table 2 lists the indicators for the evaluation of the goals of the "Department" sector.

Table 2

Key indicators of "Department" prospects

| Level 1 indicator | Level 2 indicator | Initial data for calculation. |
|---|--|--|
| Degree of integration of business and education | Number of long-term contracts with enterprises | The absolute value of current contracts with a term of at least 1 year. It is recommended to set the standard: for 1 contract - up to 5 students. In the department, if the group size is 25 people, there should be 5 contracts |
| | Coefficient of regularity of elections | Contests, absolute units of contestants and periodicity of holding. Deviations from predetermined positions can be accepted for calculation |
| | Quality coefficient of production practice | Defensive or Conference Points Scored. Criteria for evaluating reports should be developed |

Taking into account the complexity and periodicity of the calculation procedure (once a year), the main goal of developing a system of key indicators is practice-oriented training to simultaneously develop the potential of professors and teachers and optimally fill the labor market. is to create a mechanism for objective and quantitative assessment of the quality aspects of higher school activities, which is a means of implementing lim.

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