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# Theoretical and Methodological Basis of Implementing the Principles of Academic and Financial Autonomy to The Management of Higher Education Institutions

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**Abstract:** In the article, the need to adapt education to the processes of globalization, introduce innovative approaches to introduce innovative standards, reform the management system, introduce new principles into it, and today academic and financial autonomy are being formed as components of institutional autonomy as new principles for higher education management, and every country that aims to reform its effective aspects, the higher education system, issues of introducing these principles to its higher education management are covered.

**Keywords:** Intellect, academic capitalism, "hub", conceptual, methodological and organizational-pedagogical, "base of science", "general cultural institution".

**Introduction:** In the world, many reforms, innovative projects and approaches aimed at increasing the quality of higher education and the effectiveness of personnel training are being implemented, and through this, it is aimed to adapt HEIs to new socio-economic and political changes. Various countries and academic circles, striving to take the leading positions in the ranking of the world's most potential higher education institutions, are trying to develop new ideas about the purpose and place of education in the modern world. Today, world-class HEIs are not only providers of quality education, intellectual and cultural development, but they have

become a source of pride and pride, as countries begin to compare the status of their educational institutions with others, and connect their own development with this factor. For this reason, developing countries have begun to prepare and direct HEIs to occupy high places in international rankings. However, it is becoming clear that such a result cannot be achieved without the introduction of the advanced management method - the principles of autonomy in higher education. Therefore, it is important to study the tasks of introducing academic freedom and financial independence to the management of higher education from the point of view of educational management.

In advanced scientific research centers and institutes of Du, a lot of research is being conducted on modernizing the management of higher education institutions, changing the management structure and tasks, creating sources of financing, searching for innovative teaching methods, and improving the effectiveness of knowledge control mechanisms. In the practice of developed countries, creating a healthy competitive environment by introducing the principles of "academic capitalism" into higher education is one of the important steps in this regard. Also, the introduction of the principles of autonomy to HEIs in the conditions of the market economy is the basis for their adaptation to the current socio-economic and political reality and their development. For this, one of the important tasks is to introduce the principles of autonomy to the management of higher education and ensure its compliance with the requirements of society's development, align personnel training with the need for highly qualified specialists in the labor market, operate on the basis of financial independence, and improve scientific research to create conditions for academic freedom.

In-depth study of advanced foreign management experiences is important in increasing the competitiveness of higher education in our country. Fundamental improvement of the higher education system in the Action Strategy for the further development of the Republic of Uzbekistan in 2017-2021" [1:70], the Decision of the President of the Republic of Uzbekistan on July 11, 2019 "On measures to introduce new management principles into the system of higher and secondary special education" [ 2] and in the concept of developing the higher education system until 2030, based on international experiences, introducing advanced standards of higher education, ensuring academic independence, turning the higher education system of Uzbekistan into a "hub" implementing international education programs in Central Asia, evaluating the effectiveness of higher education institutions and development of

recommendations based on the study of foreign best practices for improvement, reforms, legal frameworks and many scientific studies on the systematic development of HEIs and improvement of management activities [3]. As a result of this, a systematic approach to the problems of higher education, reforming the management of higher education, giving it financial independence and introducing academic freedom to create a healthy competitive environment is an urgent task. However, clear procedures and grounds for introducing these changes to the management of higher education have not been created. Therefore, scientific research of the organizational-pedagogical aspects of introducing the principles of autonomy to the management of HEIs in the case of foreign developed countries is a priority.

Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Action Strategy for Five Priority Areas of Development of the Republic of Uzbekistan", No. PQ-2909 dated April 20, 2017 "On Measures for the Further Development of the Higher Education System", 2017 No. PQ-3151 dated July 27, 2018 "On measures to further expand the participation of economic sectors and sectors in improving the quality of training of highly educated specialists", June 5, 2018 "Increasing the quality of education in higher education institutions and their active participation in comprehensive reforms implemented in the country" Decisions No. PQ-3775 on additional measures to provide, Decree No. PF-5763 dated July 11, 2019 "On measures to reform management in the field of higher and secondary special education", "On the system of higher and secondary special education Decision No. PQ-4391 on measures to introduce new management principles" and dated October 8, 2019 The dissertation presented serves as a specific source in the implementation of the tasks defined in the Decree No. PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" and other normative legal documents related to the field.

The role of quality higher education in the social development and economic stability of countries in the world is increasing. Today, the world community places high hopes on higher education and demands from them the implementation of large-scale tasks that contribute to the growth of the economy and the formation of the knowledge society. In addition to traditional education, research and innovation activities, higher education institutions are called to participate widely in the development of the country and to ensure the continuous growth of their intellectual and innovative potential.

## METHODOLOGY

Ph. Altbach, K. A. Khoon, R. Shukor, O. Hassan, Z. Saleh, A. Hamzah, R. Ismail, Alden, J, G. Lin, among foreign scientists, introduced methods of introducing the principles of autonomy into the process of organizing and managing the activities of higher educational institutions. , S.K. Katsikas, R. Stichweh, I. Ordorika, P. G. Kielmansegg, Rh. Buchbinde, U. Felt, M. Glanz, M. Henkel, R.L. Geiger, J.F. Volkwein, S.M. Malik, O.C. McDaniel, P. Lingenfelter, G. A. Jones, Th. Shanahan, P. Goyan, Th. Estermann, T. Nokkala, M. Steinel and others.

The effectiveness of introducing the principles of autonomy to higher education management, the conceptual, methodological and organizational-pedagogical aspects of the formation of financial independence and academic freedom, the impact of professional management on the organizational and economic development of higher education institutions, the manifestation of professionalism in the activities of management personnel in higher education institutions: rector, vice-rector, dean, department heads and the need for improvement N.V. Demidova, S.V. Sulima, S.A. scientists from the CIS countries. Druzhilov, K.I. Morozova, S.D. Reznik, S.M. Vasin, O.A. Sazykina, O. Bychkova, L. Verbitskaya, V. Kasevich, M. V. Niyazova, V. E. Varavenko, Johan G. Wissema, F. Altbach, P. Yu. Grishina, R. N. Abramov, E. V. Galazhinsky, A. O. Grudzinsky, R. It was studied and analyzed by Dim, V. Konnov, M. Repina and others, and appropriate recommendations were given.

G.N. Akhunova, B.A. Begalov, A.Sh. Bekmurodov, S.S. Gulyamov, Sh.N. Zaynutdinov, M.A. Ikramov are among the scientists involved in modernization of higher education management in Uzbekistan and introduction of new principles. . It was studied by N. Samadov, T. Sh. Shodiev, Sh. D. Ergashkhodjaeva, A. T. Yusupov, Sh. Qurbanov.

## RESULT

Despite the fact that many scientific studies have been carried out on the theoretical and practical aspects of the introduction of new management principles in HEIs, they cannot be considered to adequately illuminate the problem. In particular, the organizational-legal and administrative-pedagogical aspects of the problem have not yet been studied based on the characteristics of the new era of the development of our society. Accordingly, there is a need to solve a number of scientific, methodological and practical problems related to these issues.

In the current climate of wide open access to higher education, there is a risk of a decline in high quality standards. Such conditions, in which the state considers itself to be the protector of the public

interest, do not always correspond to the interests of universities [5:78]. German scientist Hermann Holmholtz, a member of the St. Petersburg Academy of Sciences, in his 1968 acceptance speech as rector of the University of Berlin, speaks about combining academic freedom and university responsibilities. This theory served as the basis for the formation of the principle of academic autonomy in the Bologna process. Its essence lies in the fact that the university is the center of the educational system, because here education and research are carried out together, thus becoming a "base of science", a "universal cultural institution". The form of higher education founded by Humboldt derives its legitimacy from a culture that synthesizes education and research, process and result, history and consciousness, philology and criticism, historical knowledge and aesthetic experience, institutionalism and individuality[6:29-33]. Its university model is expressed in the Universal Declaration on Higher Education. According to the Recommendation on the Status of Higher Education Institutions adopted by UNESCO in 1997, higher educational institutions:

a) maintain and expand scientific and intellectual ethics and demandingness, their main tasks in all their activities;

b) having a unique intellectual reputation and having the opportunity to express his opinion on cultural and social problems related to ethics with full independence and responsibility;

c) use his intellectual capabilities and moral and ethical reputation to protect and actively popularize universally recognized values, including peace, justice, freedom, equality, and harmony;

g) use of full academic freedom and autonomy, which is considered as a set of rights and obligations, while being fully responsible and accountable to the society;

d) should play some role in identifying and helping to solve problems affecting the well-being of countries and the world community.

## DISCUSSION

Currently, the separation of higher education institutions from the state and financial independence is a requirement of UN member countries.

A higher education institution must have its own management charter and it must be adopted at a general meeting of scientific and pedagogical staff, members of the higher educational institution's management board, and student representatives. In modern Russian higher education institutions, the scientific council is a body of representatives appointed by election of the rector. It includes representatives of the rector, vice-rectors and departments of HEIs, as well

as students. The rector is elected at the general meeting by secret ballot. His candidacy must be approved by the executive authorities under the jurisdiction of the higher educational institution. In addition to being independent in management, they have the right to independently determine various financial issues: the fee paid for education, the fee paid for additional educational services.

At the end of the last century, there were drastic changes in the development of the autonomy of HEIs of western countries. All the properties in their possession were transferred to their management, they were given wide rights and significant tax benefits. The state has abandoned them from ideological guardianship, many forms of management that interfered with the processes of academic development during the old regime. At the same time, the state also "liberated" HEIs from many financial resources. Although this has led to a decrease in the quality of teaching in HEIs, it has led to an urgent search for means and methods of "survival".

Currently in Russia there is a contradiction between the autonomy of HEIs and their responsibility for academic quality. As in any open social system, there have always been contradictions in the relations between the society, the state, and non-governmental organizations. In many cases, the academic autonomy given to HEIs by the government has led to "doing whatever you want". A certain part of this conflict is still being tried to be resolved by administrative measures. Therefore, higher education institutions are forced to act in the direction of social monitoring of quality, relying on the international level of content, as in Western Europe (where national agencies for quality control and accreditation are actively being established and developed). Russian universities still need to conduct research on finding optimal options for interaction with the state and society.

Today, knowledge does not belong only to scientists, because it is financed and appropriated by powerful economic institutions. Thus, the appeal to self-governance in the field of science is one of the possible expressions of this neoliberal political doctrine, the effectiveness of which in the field of science can be illustrated by too many examples from history. Hence, the argument that the current regime leads to the stagnation of science is called into question by the need for external funding of science and public oversight of the application of scientific research results today.

Authors of studies on increasing the efficiency of management in higher education and adapting it to the market laws are worried about the reduction of the

space of academic autonomy in the future. Today, universities face serious challenges: popularization of education; commercialization and privatization of science and education; globalization of the service market in education can be included. Massification of education first occurred as a result of the educational revolution in the secondary education system, and later it spread to the higher education system. The educational revolution represents an unprecedented expansion of the number of students at all levels of education [7:78]. It led to an increase in the number of students per university teacher and seriously hampered interpersonal communication within the university.

## CONCLUSION

In today's globalization, global changes are also observed in education. There is an increasing need to adapt education to the processes of globalization, to introduce innovative approaches to it, to introduce innovative standards, to reform the management system, and to introduce new principles. Today, academic and financial autonomy, as components of institutional autonomy, are emerging as new principles for higher education management and are showing their effective aspects. Therefore, every country that aims to reform the higher education system should introduce these principles to its higher education management, and autonomous higher education institutions that compete for financial resources will be more effective, and autonomy and competition will further develop higher education institutions. If autonomy is granted in a non-competitive environment, the HEI will use its autonomous status for purposes other than improving its overall performance. At the same time, there is no point in encouraging competition among HEIs if they do not have sufficient autonomy. Thus, at the present time, the autonomy of HEIs is not only an indicator of the development of democratization of management in higher education, but also an objective condition for increasing the competitiveness of the higher education system.

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