



ON THE EXAMPLE OF THE EXPERIENCE OF DEVELOPED FOREIGN COUNTRIES ON THE STRUCTURE AND ORGANIZATION OF THE ROLE OF MANAGEMENT BOARDS IN HIGHER EDUCATION INSTITUTIONS

Yakubov Azizjon Tajiboevich

Is the head of the department of the Ministry of Higher Education, Science and Innovation

Abstract: This article lays the groundwork for the study of the main principles and lessons learned from the governing boards of developed foreign countries and their impact on the management and leadership of higher education institutions.

Key words: educational institutions, foreign countries, management, advanced technologies, experience.

The role of governing boards within academic institutions is critical to effective governance, strategic decision-making, and institutional success in higher education. For a long time, developed foreign countries have been at the forefront of shaping the structure and organization of governing boards in higher education institutions, setting the benchmark for best practices and innovative approaches. By studying the experiences of these countries, we can gain valuable insights into how governing boards can contribute to the development of higher education and the development of academic excellence plays a decisive role in the formation of its overall efficiency. By reflecting on the experience of developed foreign countries, we can learn valuable lessons about how governing boards can contribute to the success and sustainability of higher education institutions. Governing boards in developed foreign countries are distinguished by their diverse composition, with participation from academia, business, management and the public consisting of persons with experience. This diversity ensures that a wide range of perspectives and skills are brought to the table, enabling informed decision-making and strategic planning. In addition, these boards often operate with a high degree of transparency, accountability, and adherence to governance best practices. [1]

One of the key aspects of governing boards in developed countries is their focus on long-term institutional stability and academic excellence. Boards work closely with university leadership to set strategic goals, monitor performance indicators, and ensure alignment with the institution's mission and values. [5]

Governing boards play a crucial role in creating a culture of continuous improvement and innovation in higher education institutions by providing oversight and guidance. In addition, governing boards in developed countries ensure that the institution responds to the changing needs of society actively engages with stakeholders, including students, faculty, alumni, and industry partners, to ensure This collaborative approach fosters a sense of community and shared responsibility for the institution's success, increasing its reputation and influence locally and globally and has subcommittees or task forces dedicated to specific areas such as diversity. Such a division of responsibilities ensures the effective and efficient functioning of the board, allowing for in-depth analysis and focused decisions on important issues. In developed countries, management boards play a decisive role in the management and strategic direction of higher education institutions plays Based on the experience of countries such as the United



States of America, the United Kingdom, Germany, Australia and Canada, we can gain valuable insights into the structure and organization of these councils. Institutions of higher education in the United States often have a board of trustees, or regents, responsible for overseeing the institution's operations, finances, and long-term planning.[4]

These boards typically include a diverse group of individuals with backgrounds in a variety of fields, including academia, business, and public service. The board's main tasks include setting institutional goals, approving budgets and appointing senior leaders. Similarly, universities in the UK are governed by a board or board of governors. These boards are charged with upholding the institution's mission and values, overseeing performance, and ensuring financial stability. Board members are expected to act in the interests of the institution and its stakeholders, ensuring openness and accountability. [9]

Higher education institutions in Germany are governed by internal and external bodies, including academic senates and supervisory boards. Supervisory boards composed of representatives from academia, industry and government oversee the institution's strategic direction and financial management. Collaboration between these bodies is essential for effective governance and decision-making. Australia and Canada have strong governance structures for higher education institutions, with boards playing a critical role in setting strategic priorities and ensuring accountability. Board members are selected based on their experience and commitment to advancing the institution's mission and fostering a culture of excellence and innovation. In general, experience from developed countries emphasizes the importance of strong and effective governing boards in guiding higher education institutions toward success. By promoting diversity, openness and strategic thinking, these councils contribute to the advancement of knowledge, research and academic excellence in the global higher education landscape.[3]

Conclusion:

In general, the experience of developed foreign countries emphasizes the importance of strong and effective management boards in higher education institutions. Boards that embrace diversity, transparency, strategic planning, stakeholder engagement, and organizational effectiveness can achieve institutional success, foster academic excellence, and uphold the values of higher education in a rapidly changing world. As we navigate the complexities of today's higher education landscape, lessons from developed countries provide guidance for increasing the role and influence of governing boards in shaping the future of higher education.[2]

The structure and organization of management boards in higher education institutions in developed foreign countries play a crucial role in ensuring effective management, making strategic decisions and increasing responsibility. A summary of the experiences of foreign developed countries on the role of governing boards in higher education institutions: Governing boards in developed countries usually consist of a diverse group of individuals with backgrounds in various fields such as education, business, finance, and administration. The board's composition reflects a balance of academic, industry and community perspectives to provide strategic guidance and oversight. Boards of directors are responsible for setting the institution's strategic direction, setting policies and ensuring compliance with regulatory requirements. They provide leadership and direction to the university administration, fostering a culture of transparency, accountability, and ethical behavior. Governing boards oversee the



institution's financial management, including budget approval, financial planning, and risk management. [8]

They ensure the stability of the institution's finances and effectively allocate resources to support academic programs and student services. Governing boards play a key role in promoting academic quality and innovation in higher education institutions. They support initiatives that promote excellence in teaching and research, promote diversity and inclusion, and foster a culture of continuous improvement cooperates with offices and industry partners. They seek input from stakeholders, build relationships, and communicate effectively to ensure alignment with the institution's mission and goals. Governing boards are responsible for the performance of the institution and regularly evaluate the effectiveness of policies, programs and initiatives. They track key performance indicators, evaluate results, and make data-driven decisions for continuous improvement. Governing councils in developed countries develop strategic partnerships with other institutions, research organizations and industry partners to enhance collaboration, innovation and knowledge exchange.[7]

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