



PROBLEMS OF IMPLEMENTING A SOCIAL MANAGEMENT SYSTEM

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ABSTRACT

A developed competitive environment, in turn, becomes important in determining the competitiveness of suppliers of goods and services that require constant improvement of their quality. Functioning in today's rapidly changing market requires a new look at the issue of quality management. In the article, the author examines the features of the quality management system in the management mechanism of higher education institutions; the relationship between the expected results of its implementation and implementation, as well as conducted a sociological study and presented the results of the analysis in order to study the attitude of the faculty and staff of the university to this management resource.

KEYWORDS

Quality, management, system, higher education institution, teachers, management, survey, respondent, assessment, consumer.

INTRODUCTION

The development of an integrated system of processes and information at the international level, increasing competition in the context of globalization, a sharp change in the attitude towards social management in a beneficial way, enhances social adaptation in the

management system. The perfection of the management of social processes requires the improvement of the collection system by re-analyzing the information of the educational system in the current conditions. The changes taking place in our

country in recent years reveal a number of controversial and pressing problems that have a theoretical and practical nature and are very important for the development of the educational system. The issues of theory, methodology and practice of managing the quality of education in the context of changing our current society include priority issues. The search for the scientific foundations of Education Management, promising approaches, large-scale educational activities are one of the main tasks of modernizing the educational system of our republic.

Research methodology. The purposeful management of society also provides reliable protection for the nature of our people from irrationalist moods passed on as a negative legacy from the past, that is, from a deep lack of perception of reality, from living in a state of vagrancy without realizing the processes taking place, changes, external and internal risks, the famous sociologist scientist in his treatise M.B.Bekmuradov [4]. Also, if we want to achieve labor efficiency and sustainable achievement, we must thoroughly study all the factors affecting it, both positive and negative, and create the necessary set of measures. In other words, it is necessary to optimally control labor processes using complex methods [5], emphasizes prof. N.S.Alikariev.

Another of the famous sociologists of our republic is A.Kholbekov [6] management, in his opinion, is an activity aimed at regulating social relations, it is a mental activity that is clearly targeted, planned and

consciously organized in order to achieve the highest result, spending the least amount of tools (time, effort and reserves) and requiring control. Targeted management of the masses and the implementation of these processes on the basis of national interests and the proportionality of universal principles will create a solid foundation for the overall intellectual and aesthetic, socio-economic development, political and moral stability of the country.

Of the scientists who made a significant contribution to the development of Management Science in our country, M.Sharifkhujayev, Ya.Abdullaevs argued that management is a choice that requires a certain high art and skill, making a decision based on that choice and controlling its implementation, and described it as follows: “management is a process of choice, decision - making and control over its implementation” [7]. Academic S.S.Gulomov believes that “management is a purposeful management method or management aimed at the effective organization of Labor. In the current period, management-reflects the various requirements for management, that is, the method of work, the ability to carry out work, the art of correctly directing the movement of people in joint activities and the requirements for science, the fulfillment of the set goal without a strict, administrative requirement” [8]. One of the economists, M.Kh. Saidov [9], in his treatise, states that according to its nature and description, management activity has the importance of mental regulation in the life of society. The more science-

technological, economic and social achievements of humanity increase, the more the demand for knowledge in management activities will increase continuously. “The essence of management is to ensure that the objective and subjective conditions are in a ratio and relationship that allows to achieve the set goal”, he thinks.

M.Kh.Saidov says that the important management goal of a modern leader is to morally raise his employees to a high level, to turn them into a spiritually healthy team, and he emphasizes that management is always an opportunity to rule over people, but management should be reasonable. The normal functioning of any organization depends on the correct distribution of power in the management system. He believes that the regulated positions in the management system are an important condition for the proper functioning of any structure.

G.M.Kasimov believes that “management is the implementation of work through management, teaching how business people work, forming a new management mindset. Management is understood as the organization, planning, control, coordination of interaction within the organization, the implementation of processes, relationships, actions through the use of the firm's potential, to achieve the goal of firms” [10].

Among the pedagogues, R.Kh.Djuraev, S.T.Turgunov, "educational management is management organized on a scientific basis, based on a unique hierarchy: a

leader, a pedagogical team, a team of learners”. Accordingly, management can be implemented on the basis of different models: an integrated model, the first level is management of the activities of the pedagogical team, and the second level is management of students' [11]. The need for management is related to the dynamics of the managed system. As the management theory literature states, if any system can always be in the same state, then there is no need for management. The meaning of management is to influence the dynamic system in order to make certain changes. The problems of reflexive management are covered in the works of T.M.Davydenko, B.C.Lazarev, M.M.Potashnik, P.I.Tretyakov, T.N.Shamova [12].

In recent years, the most important trend in the development of educational quality management, which determines the essence of educational quality management, is a systematic approach, which is considered not only a type of methodological research, but also a modern method of management thinking that allows providing holistic and integrated educational management in a complex dynamic environment.

Analysis and results. Any management system should not only take into account the official indicators and activity results, but should turn to the analysis of its real content. When it comes to quality management in higher educational institutions, it is clear that an objective assessment of quality and overall

management efficiency cannot be obtained only on the basis of the results of checking the necessary documents, the existence of a set of relevant educational and methodological documents, etc., and a comprehensive approach to determining quality criteria is necessary. The research was conducted in the higher educational institutions of our republic in March-October 2022. 612 respondents from higher educational institutions took part in the research. The survey questionnaire consisted of 25 questions, mainly about the university and social, economic and other conditions, i.e. the attitude of professors and teachers to the teaching process, the quality of education at the university, the level of satisfaction with the educational process, and the problems of evaluating the quality management system and its effectiveness. Among the respondents, 74% of professors and associate professors who have been working at the university for more than 15 years, 26% of teachers and senior teachers with 5 years or more of work experience participated. The age of the respondents was as follows: young teachers (up to 35 years old) - 46.5%, "mature" teachers over 35 years old - 53.5%. Males and females accounted for 38% and 62%, respectively.

“Do you think there are alternative management resources to the quality management system (QMS) in the university?” to our question, we received the following answers from the respondents: “now there is no alternative to QMS” - 20%, “QMS can be used alongside traditional management methods” - 50%, “it

is better to use traditional (time-tested) management methods in the university” - 15%, “the university could and can function well without QMS” - 12%, and the rest of the respondents had difficulty answering. It should be noted that professors with more than 15 years of work experience completely denied the need for QMS in the higher educational institution. In addition, we believe that the prospects of introducing QMS in the university are more positively evaluated by young teachers and university staff.

To the respondents, “how do you think the processes of reforming higher education in the Republic are associated with the introduction of a quality management system in higher educational institutions?” we contacted the question. The answers were different: 36% of the survey participants "directly related, because the implementation of QMS is a mandatory requirement of world education standards", 22% "are connected, because the introduction of QMS is a requirement of the world community for higher education institutions, and we also contribute to the world higher education space. we need to integrate", 13% answered "partially related, because QMS allows to improve the quality of education", "not much related, because the quality of education is not integrally connected with QMS in the university", 6% answered "not at all related", the remaining 1% of respondents and they struggled to answer. Most of the respondents are sure that the process of reforming higher education in the republic

is connected with the introduction of SMT in the university.

Another of the main questions of the questionnaire survey is “what do you think means” consumer satisfaction ” in the QMS at the University? as the so-called “Consumers will have highly qualified specialists”, 41% of respondents said that “consumers as students, parents, employers, the state do not have an objection to the quality of Higher Education”, 22% respondents replied that “this is a term derived from the field of Economics and cannot be related to education”, while 2% of respondents did not respond. The consumer today represents a kind of invisible force for the University, which can significantly affect its fate. Indeed, for the higher education sector, the consumer in QMS t is understood as the employer, the state and society as a whole, as well as the student and his parents. 22% of respondents, answering the question posed, obviously did not agree with the opinion that in higher education the term “consumer” should be used. After all, when it comes to education, training, the formation of a worldview, it is difficult to associate these processes with the concept of “consumer”. In our opinion, this is due to the fact that in modern conditions education is interpreted as a service. However, above we noted that such an interpretation should be supplemented with meaningful features.

Respondents were asked, “What factors can have a negative effect on the introduction of QMS in the

university?” We asked the question and received the following answers: “the university does not have a methodology adapted to the higher education system for the introduction of QMS” - 41%, “lack of knowledge of the management and employees of the university in the field of QMS” - 38%, “the university is not ready to introduce QMS” -56% , “lack of organic communication between university management and employees” - 28%, “I have trouble answering” - 5%, “other factors” - 2%. In answering this question, experts were not limited in choosing any factor.

Analyzing the obtained data, we can conclude that all the above factors can affect the introduction of QMS in the university to one degree or another. There are certain difficulties in the direct application of QMS standards in universities, of course. The system of QMS standards developed for manufacturing enterprises is not adapted to the specific characteristics of the relevant field of education and is not very developed. We also emphasize that when talking about education, it is necessary to understand the nature and purpose of this social phenomenon. Its result is not a technical product or an inanimate object, but an intellectually prepared culturally and spiritually formed person.

Respondents were asked “Does the introduction of QMS in the university affect the improvement of the quality of education?” when we asked the question, 10% of them "definitely influence", 31% “have an influence, because QMS is aimed at satisfying the needs of consumers”, 39% “only partially influence,

because the quality of education does not depend only on how effective the management is in the university", 12% marked "no effect, because formalizing and documenting all processes cannot improve the quality of education", 7% marked "no effect at all", and the rest struggled to answer.

CONCLUSIONS

The analysis of the conducted studies made it possible to formulate the following fundamental principles necessary for Quality Management in higher educational institutions:

1. Quality management should be multi-level, and its main component should be the education and development of students. This principle involves the use of various methods for determining the quality of education (tests, questionnaires, etc.).
2. Quality management programs should include research and result analysis. The results must be interpreted, analyzed and maintained. Hence, quality management will also be useful in the future, when the results that differ over time are compared.
3. Quality management programs must be realistic. As you can see, quality management should start with realistic expectations in terms of achieving the intended goals.
4. The goals of higher educational institutions should correspond to its resources.

5. The main advantage of quality management results is that it provides information that does not exist in any other way, but is necessary for decision-making.

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