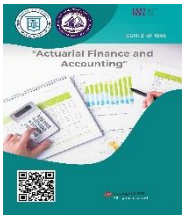

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THE IMPORTANCE OF MANAGEMENT INDEPENDENCE IN SUPPORTING THE DEVELOPMENT OF SCIENCE, EDUCATION, RESEARCH AND INNOVATION IN HIGHER EDUCATION INSTITUTIONS

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Abstract: *This paper dives into how science and education are like the heartbeat of society, constantly pulsing with new energy from the younger generation. It's like a dance between fresh perspectives and timeless wisdom, all aimed at pushing us forward. We explore how governments are like the scaffolding, supporting the growth of education and scientific research, laying the groundwork for progress. But it's not just about building at home; we also look abroad, borrowing moves from others in the global dance of education. We chat about different flavors of quality control in universities worldwide, recognizing that each brings its own spice to the mix. And we don't forget the real reason we're all here: to prepare folks for the dance of the job market, making sure our education isn't just theory but practical too. Ultimately, it's about creating a harmony between education, science and society, ensuring that together we can waltz into a brighter future.*

Keywords: *Renewal, Progress, Government initiatives, Economic development, Innovation, International collaboration, Quality assurance, Labor market needs, Integration, Society, Competitiveness, Research, Policy, Infrastructure, Global perspectives, Curriculum development*

Introduction: Science, like any other field, needs the new energy of the young generation, the constant renewal of personnel, their new views on research provide an opportunity to take a step towards progress. The system of measures taken in our country to further improve the continuous education system, develop the policy of training qualified personnel and strengthen the material and technical base of education is bearing fruit. Today, science and education are becoming an important condition for introducing new technologies to all areas of human activity, increasing competitiveness in the labor market and raising the standard of living. Institutional changes in the field of science and education, first of all, are aimed at increasing the quality of teaching and the level of scientific potential and secondly, they serve to ensure the competitiveness of the national economy based on the development of innovations. That is why priority tasks have been set in our republic to increase the intellectual potential and widely introduce the incentive system in them.

The economic growth of our country at a stable pace in the future, whether it is the production sector or a set of socio-economic relations, is determined in many ways by the possibilities of introducing continuous innovations. Therefore, in order to increase the

scientific potential of higher education institutions, it is very important for the Ministry to expand the scope of the work being done to create the necessary conditions for the candidates who defend their doctoral dissertations, to ensure the improvement of the quality of education through the training of scientific and scientific-pedagogical personnel. is one of the responsible tasks.

Methodology. The article takes a deep dive into understanding how science, education and innovation play key roles in driving economic growth. It's like exploring a rich tapestry of research methods, from diving into existing literature to comparing different models of quality assurance in higher education. We also crunch numbers, using statistical data like GDP allocation for higher education and dive into qualitative analysis, examining government initiatives and international partnerships. Plus, we take a close look at policy, evaluating how government policies are shaping education and research. All these methods together paint a vivid picture of why autonomous management in higher education institutions is so important—it's like the engine that propels society forward, fostering progress and lifting economies.

Results. Today, increased competition in education in foreign countries has become the main source of growth of the economy. Judging by the data of American scientists researching the economics of Education, 15-20% of national income belongs to the field of Education, 20-40% consists in improving and supporting scientific knowledge in the growth of the economy, the role of higher education institutions in this process is incomparable, in Western countries, the main fundamental research is carried out precisely at universities. Currently, on average, 32% of people capable of work (the category of 25-26 years old is assessed) have completed higher education . In terms of sources of funding, in 2019, the expenditure allocated to the higher education sector as a share of gross domestic product in developed countries of the world was analyzed. According to him, Chile, the United States and Canada are directing more than 2% of their GDP to the development of private and public OMS(Table 1).

According to the table, the countries of Australia, Chile, Great Britain and the USA direct a relatively large part of government funds for the development of private (with management independence) HEIs.

Today, many HEIs around the world focus on foreign experience and innovative mechanisms to improve the quality of education. The use of international practices provides an opportunity to find and solve potential problems of society in modern conditions.

HEIs often adopt innovative teaching practices and best practices in pedagogy introduced in other countries to improve the quality of education. This may include active learning methods, collaborative learning and technology-based teaching approaches that have been successful in other education systems.

Some higher education institutions follow foreign experiences in implementing student-centered approaches to education. This includes focusing on individual student needs, encouraging student engagement and participation and incorporating student input into curriculum development and institutional decision-making.

Table 1[1].

The part of GDP allocated for the development of the higher education sector.

No	Countries	Share to be allocated for state HEIs (%)	Share allocated to private HEIs (%)	Total
1	Australia	0,6	1,3	1,9
2	Austria	1,6	0,2	1,8
3	Canada	1,2	1	2,2
4	Chile	1	1,6	2,6
5	Denmark	1,6	0,2	1,8
6	New Zealand	0,9	0,8	1,7
7	Great Britain	0,5	1,4	1,9
8	USA	0,9	1,6	2,5

Higher education institutions can use successful models of cooperation between education and industry in other countries to learn foreign experiences. By studying foreign experience, HEIs can determine effective strategies for developing cooperation with enterprises, government agencies and non-profit organizations. These collaborations lead to internships, joint research projects, development of training programs tailored to industry needs and increasing the relevance and quality of education.

In addition, foreign experiences can often be used to develop and improve internationalization strategies in the educational system. This includes adopting effective approaches to attracting and supporting international students, implementing study abroad programs, establishing international research collaborations and integrating global perspectives into the curriculum. By learning from different international experiences, HEIs can enrich the educational experience for their students and faculty.

Since the main goal of the higher education system is to improve the practice of personnel training, the formation of free educational platforms and the use of open educational resources as a database necessary for students is one of the important conditions for improving the quality of education. HEIs can use foreign experiences in organizing the use and application of open educational resources, including the development of electronic libraries, the creation of resource sharing policies and the promotion of the use of open educational resources to improve learning.

National systems of ensuring the quality of education differ significantly according to the educational system in different countries, organizational and cultural traditions of the states. National systems of higher education quality assurance differ according to the following indicators[2]:

- authority of the government;

[1] https://www.statista.com/statistics/707557/higher-education-spending-share-gdp/ It was prepared by the author on the basis of information from the link.

[2] Геворкян Е.Н., Матова Г.Н. Болонский процесс и сотрудничество в области обеспечения качества образования: опыт Российской Федерации. //Вопросы образования, №4, 2004. С. 150-165.

- level of involvement of society and trade unions in organizations;
- statement of goals and objectives;
- criteria.

Historically, the following models of ensuring the quality of higher education operate in world practice:

"French model" - the continental model of higher education management is based on the following principles: the state's policy of paternalism towards the higher education institution (centralized control by state management bodies); limited financial and academic independence of the higher educational institution; introduction of a strong certification system for university education; dominance of state ownership in education (Germany, France, Scandinavian countries, Czech Republic, Latvia, Estonia, CIS countries)[3].

English (Anglo-Saxon) model - the quality assurance system of the higher education system was adopted in Great Britain, Ireland, the USA and Latin American countries and the "Atlantic" model of higher education management is based on the following principles: independence of higher education institutions; the high level of independence of higher educational institutions is determined within the financial and opportunity (image) of each university; the cost of higher education; determined by the high share of non-state higher educational institutions. In this model, the internal self-evaluation of the higher educational institution, improvement of the university's activities, internal analysis and external professional expertise of the quality of education come first.

It is a combination of the ideas of the "American model", "English" and "French" models of improving the quality of education, based on the accreditation of educational institutions and educational programs. The US higher education system is largely controlled by the higher education institutions themselves, including the accreditation process through regional university and college associations.

At the beginning of the 21st century, the leading place in the reform of the higher education system in Europe is occupied by the Bologna process. Voluntary participation and preservation of national identity, including convergence of national education systems, are the main principles of the Bologna process.

The "Bolon" model of improving the quality of education is based on the following principles:

- reducing centralized control over academic and research activities of higher educational institutions and expanding their independence and responsibility;
- existence of national, state-independent higher education institutions and higher education management organization;
- development and use of mutually convenient criteria and mechanisms that assess and ensure quality;
- full participation of higher educational institutions in the assessment process;
- the self-assessment of the higher educational institution comes to the fore and is compared with the expertise of the external auditor[4].

[3] Аналитическая справка о государственной политике в сфере услуг.

[4] Геворкян Е.Н., Матова Г.Н. Болонский процесс и сотрудничество в области обеспечения качества образования: опыт Российской Федерации. //Вопросы образования, №4, 2004. С. 150-165.

The relationship between the higher education system and the production and labor market has not yet been sufficiently developed, it can be explained by the following reasons:

- higher education institutions are still training specialists based on their capabilities rather than the demand of the labor market;
- low practical skills of trained specialists due to the fact that the material and technical base of the higher education system does not meet the requirements;
- the fact that young people choose their specialty not from market demands, but from their parents' wishes and their capabilities;
- insufficient formation of the mechanism of participation of production subjects in the training of specialists.

The competitiveness of the educational system is their ability to meet the requirements of the labor market and their marketability. At the base of these processes are features that provide opportunities to satisfy needs of a certain description. The competitiveness of the educational system is determined on the basis of their comparative comparison with other services of this type.

A new stage of scientific development: creation of effective mechanisms for stimulating science, scientific research, innovative achievements and their implementation, as well as introduction of specialized laboratories, high-tech centers and technologies. As noted in the meeting of the President of Uzbekistan Shavkat Mirziyoyev with leading representatives of science of our country on December 30, 2016, it is important to further improve the integration of science, education and production. Today, it is time to further strengthen scientific cooperation with the world's leading universities, scientific centers and academies of sciences. It is difficult to imagine the development of our country and society at the level of modern requirements without science. Basic research is important in the development of science. It is through them that new knowledge is acquired and theories are formed. A solid foundation will be created for future applied research and innovative developments.

Suggestions: In essence, the actions of HEI management teams are driven by a deep commitment to excellence, innovation and the well-being of all members of the campus community. Through collaboration, empathy and visionary leadership, they pave the way for a brighter future for their institutions and the world beyond. Based on the above mentioned, we developed following suggestions:

Strategic Planning: the management team need to huddle together, sketching out the future of the institution with excitement and purpose. Each stroke of the plan reflects their shared vision and dedication to guiding the institution toward success.

Stakeholder Engagement: the management team as responsible individuals, discuss issues with faculty, students and community members to hear their challanges and ideas. They create a space where everyone's voice is heard, fostering a sense of unity and collaboration that feels like a tight-knit community.

Promotion of Innovation: Thinking of the management team as mentors, encouraging students and faculty to explore their ideas and turn them into reality. They inspire creativity and risk-taking, knowing that innovation is the key to progress.

Student Support Services: encouraging the management team as guardians, standing ready to support students through every challenge and triumph, like a trusted friend who's always there when students need them. They provide a safety net of resources and guidance, ensuring that every student feels valued and empowered to succeed.

Continuous Improvement: Picturing the management team as explorers, embarking on a journey of discovery and growth, much like adventurers charting new territory. They embrace change and uncertainty with courage and curiosity, leading by example and inspiring others to join them on the quest for excellence.

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