E-ISSN: 2997-9366

American Journal of Management Practice
https://semantjournals.org/index.php/AJMP

| Research Article

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Ways of Improving the Organization of Education

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Abstract: The article examines the main factors in the development of organizational relations in the field of higher education and analyzes their combined impact using the example of higher education. Improving the organization of education through the introduction of new innovative technologies and computerization, distance learning, and the accreditation of educational institutions are analyzed in this article.

Key words: Improvement of the organization of education, innovative technologies and computerization, traditional education, informatization of education, distance education, accreditation organization.

INTRODUCTION

One of the most important subsystems of the educational system, along with technological, pedagogical, economic, and theoretical-methodological ones, is organizational, related to regulatory, communicative activities for establishing and maintaining necessary connections between various elements of the educational system.

The effectiveness of modern education based on new information technologies largely depends on its organization.

The organization of NIT-based education in many educational institutions in countries most successfully advancing on the path of informatization of education began to radically change in the early 2000s.

LITERATURE REVEW AND METHODOLOGY

The article highlights the main factors in the development of organizational relations in the field of higher education and analyzes their combined influence using the example of higher education, which until the beginning of the 2000s was practically completely separated from the influence of market mechanisms. But the situation has changed significantly. At the beginning of the 2000s, a number of researchers came to the conclusion that improving the organization of education should

be considered "the main element of European policy in the field of higher education" [1]. A similar trend began to be observed in the evolution of education at North American universities [2]. In recent years, this trend in education development has intensified and spread to new countries, becoming one of the main factors in the development of higher education in Uzbekistan.

The improvement of the organization of university education is accompanied by a narrowing of collegial democracy. G. Neave notes both this process and what he called "heterogeneity" (diversity, heterogeneity) in the mechanisms for implementing autonomy by universities [1].

The scientific and pedagogical value of the work is often compensated by success in saving funds. "The university's academic work system is being replaced by a system of corporate owners" [2].

Over time, improving the organization of education through the introduction of new innovative technologies and computerization will allow organizations outside universities to eliminate these monopolies" [3].

Analysis of these processes allows us to distinguish two stages of applying new technologies in the educational process - initial and productive [4].

RESULTS AND DISCUSSION

In short, the differences between these two stages can be represented as follows:

Scheme 1. Main characteristics of the stages of applying new technologies in teaching

	Stage I (initial)	Stage II (productive)
Initiator of new technologies application	Individual teacher	Educational institution or division
Main direction of initiatives	From bottom to top	From top to bottom
Choosing a new technology	From a separate teacher's perspective	On the basis of didactic and economic analysis
The area of application of new technologies	Fragment of the training course	Training course as a whole, integration of new technologies into the curriculum
Development and presentation of educational material based on new technologies	Individual teacher	Group, team of various specialists
Effectiveness of applying new technologies	Low	Increases
Special policy in the field of applying new technologies in teaching	Absence	Implementation
Organizational structure	Traditional	Formation of a specific structure

These two stages differ in many parameters. If in the first stage, the initiative in applying modern computer and telecommunication technologies usually came from a separate teacher, then in the second stage, it comes from the educational institution. When transitioning from the first to the second stage, specialists note that "computer training can now be better stimulated and coordinated when conducting a top-down computer training management policy, i.e., at the faculty level (faculty committees) initiative, than when approaching the choice of support tools for the educational process from bottom-up (for example, at the initiative of individual teachers who feel the urgency of using computer training)" [4].

If at the initial stage of informatization of education only some fragment of the training course was studied on the basis of new technologies, then at the second stage, new technologies must be organically integrated into the curricula, the structure of training courses. The choice of specific technologies for use in the educational process at the first stage of informatization of education is carried out from the standpoint of an individual teacher, at the second stage, this choice is based on a deep didactic and economic analysis. In the first stage, a computer-based learning program is created by a single instructor, in the second - by a whole group uniting various specialists, as a result of which new educational technologies are developed, the use of which implies certain operating and management procedures.

The most common way to organize NIT-based education is through programs or individual training courses through modern computer and telecommunication technologies conducted within traditional educational institutions - schools, colleges, universities, or training centers that conduct main educational work in traditional classrooms. The teachers of these educational institutions are increasingly using new information technologies in their work in recent years, sometimes using modern telecommunications to connect remote students to their classroom sessions. In this case, we can usually talk about the initial stage of applying new technologies in teaching.

Analysis of special studies of the problems of informatization of education at its first stage allows us to compile a list of the main difficulties characteristic of this initial stage.

These survey results clearly demonstrate that the main obstacle to applying new technologies in the learning process is the inertness of the learning organization, as the main shortcomings highlighted are a manifestation of this inertness.

The situation typical for the first stage of education informatization was revealed by a national survey conducted in Great Britain several years ago on the informatization of humanitarian education in higher education. During this study, it was established that "the problems of the teaching staff are the lack of experience and skills in the field of information technology, the lack of time to acquire such experience, to produce computer training courses, and to use them in the educational process. The inertia of the system, - note the specialists who conducted the research, - presented itself as a more significant problem than the resistance of students or staff" [5].

The main difficulties at the initial stage of applying new technologies in teaching are:
➢ Teachers' lack of time to develop courses based on new technologies ➢ Shortage of training and support personnel ➢ Lack of time to assess the potential of new technologies in training and retraining of training courses ➢ Lack of ready-made educational materials based on new technologies ➢ Lack of personnel to guide students when using computer training courses and lack of appropriately equipped classrooms ➢ Insufficient training of teachers in the use of new technologies in the educational process ➢ Lack of incentives for work on the introduction of new ones ➢ technology in the educational process and recognition expressed in career advancement

The inelasticity of educational organization in traditional universities leads to the fact that information technologies are sometimes used very weakly in teaching. This does not allow teachers to assess either the advantages or the problems of computer-based learning. Survey of teachers' opinions shows that those who experience the greatest benefits of new teaching technologies experience the most problems; and conversely, those who haven't experienced the benefits of new forms of education don't experience their difficulties either.

To provide teachers with the opportunity to use new technologies in the educational process, as specialists note, "it would be good to begin with developing a proper general strategy for using

information technologies, particularly paying special attention to political and organizational issues, improving funding, and thus enabling the teaching staff to acquire necessary knowledge, skills, and experience" [5].

The lack of a corresponding organizational policy aimed at supporting the introduction of new information technologies into the educational process in higher educational institutions, the implementation of an ad hoc policy regarding the informatization of education, leads to the fact that the culture of using computer and communication technologies in these institutions is very low. Relevant research in these cases establishes that "few instructors have noted the use of modeling, demonstrations, self-testing materials, or structuring tools during their teaching. Additionally, computers are rarely used to support innovative methods of presenting material and teaching" [5].

In such cases, teachers often "affirm that their courses cannot be improved by computer-based learning methods." However, as the authors of teacher opinion research explain, "when asked to describe three ways in which, in their opinion, computers could potentially be used in their courses, the teachers' responses revealed a very narrow understanding of how computer-based learning programs could be used for various educational purposes, as well as what the potential for introducing innovative teaching methods is" [7].

When surveying UK higher education institutions, "teachers viewed the implementation of radical changes in their courses as something with low priority and requiring more time and effort" [7]. Often, a teacher who decides to use a computer in the educational process has to act without any institutional support. The teacher must fully independently choose an instrumental tool, develop a training program, ensure its implementation in the educational process, while practically without any assistance solving the problems of providing training with the necessary technical and technological tools, combating the inertia of the organizational system of traditional education.

The lack of institutional attention to computer-based learning and its support by the organizational system at the initial stage of applying new technologies in the educational process is an important obstacle to the informatization of education. Perhaps the specialists are right when they note: "The essence is that universities do not know how to apply new technologies in their educational activities, even if these technologies were developed by researchers at these universities" [5]. But it can be not only ignorance, but also unpreparedness for radical changes in the existing education system.

It is clear that the inertness of the organization of education, the organizational structure, and the policy of traditional educational institutions is a hindrance to the informatization of education not only in Great Britain. We considered this example because it was there that extensive national surveys of obstacles to the informatization of university education were conducted. These surveys demonstrated a sufficiently general situation characteristic of the initial stage of education informatization. The very study of obstacles in the application of new technologies in teaching testifies to attempts to overcome these obstacles, to move to a new, productive stage of informatization of education.

Today, it is becoming quite clear that the organizational structure and policy in educational institutions are the most important factor in the formation of the modern education system. The key task is to transform this factor from a brake on the path to the informatization of education into a catalyst in this direction. In recent years, some universities have taken certain steps, for example, the University of Nijmegen in the Netherlands [4]. The university's governing council has tasked its department - the Computer Learning Group of the Research Center for Higher Education Problems - with determining whether computer learning can be stimulated by implementing a centralized policy within the university, and if so, what should be the main features of this organizational policy?

Such a task stemmed from the idea that the deep and purposeful introduction of new information technologies into the educational process would help the university cope with the serious problems that have intensified in recent years. These are significant changes in curricula, particularly related to the creation of a second level of university education similar to the American master's degree; significant funding cuts that led to "university staff, somewhat spoiled for many years, had to engage in a struggle against a new harsh economic reality" [4]. Moreover, the competition between university and polytechnic education has intensified, and complaints against universities that they are training their graduates without considering the needs of real production have become more frequent. That is, a range of problems has emerged, which is quite typical for many universities today. The Nijmegen University Management Board saw in the informatization of education an untapped source of its modernization.

Analyzing the factors hindering the use of new technologies in the educational process, researchers noted that "when faculty committees or high-level administrations do not see the need to develop policies and standards for computer-based learning and adhere to a policy of "non-interference," then computer-based learning suffers" [4], which means the entire educational process at the university.

Conducting a well-thought-out, well-founded, purposeful policy in the field of organizing high-tech education at the university level is an important factor in the development of the education system.

The effectiveness of teaching based on new technologies, when it is carried out by individual teachers in certain educational programs within the organizational system characteristic of traditional education, as experience shows, is low, since such training requires large additional costs to create a new technological basis for the educational process. For these costs to be justified as a result of the educational process, to lead to a quantitative and qualitative increase in this result, radical changes in the organization of education are necessary. Implementing these changes, developing new organizational structures, and pursuing a targeted policy in the field of applying new technologies in education are all necessary for improving the effectiveness of education.

The process of forming new organizational structures and institutional forms of educational institutions, whose activities are based on the widespread use of new information technologies, involves establishing adequate connections at the educational institution level between all subsystems and elements that ensure increased educational effectiveness. Since the use of modern computer and telecommunication technologies is associated with high costs, to increase the effectiveness of education, it is necessary to establish and maintain adequate connections between technologies, the content of training, the development of courses, their delivery, the development of the learning environment, and other components of the educational process. Educational institution administrators must ensure the correspondence of the tasks solved by the various components of the educational system, coordinate joint activities to solve the entire set of tasks.

Assessing the educational needs of students and orienting the entire educational process towards the most complete satisfaction of these needs is the most important task of NIT-based education management. Educational institution managers must compare different technologies in terms of their correspondence to the learning objectives and tasks, ensuring maximum effectiveness of the educational process.

An important task of the administration is the recruitment of appropriate teaching staff, their proper training, ensuring the necessary connections between course developers, teaching methodology consultants, tutors, which is especially relevant for distance learning, when teachers can be located at considerable distances from each other, sometimes they can work in different cities and even countries. In this case, special organizational procedures and mechanisms are

developed to ensure the consistency of the activities of the entire teaching and teaching support staff.

Increasing the effectiveness of modern education is related to improving the organization of the learning environment. If traditional learning takes place in classical classrooms, then computer and telecommunication technology-based learning takes place not only in specially equipped classrooms, teleconference rooms, or training centers, but also at the workplace, at home, or in any other environment. In works on distance learning, instances of learning under conditions of travel, as well as military operations, on submarines, beacons, and even in prisons, are described.

It is natural that learning in an environment not specifically adapted for educational purposes presents complex tasks for educational organizers. They should help learners develop the necessary skills for effective learning at work, at home, or in any other environment. Managers must ensure a connection between the design of training courses and the specific environment in which they are used. It is very important to connect the learning content with its environment in such a way that the learning environment becomes not a distraction, but an auxiliary factor in the learning process.

If the learning environment is specifically focused on high-technology education, then for the improvement of learning organization, it is also important to ensure that the specifics of this environment are taken into account when choosing the content, designing, and delivering training courses. The effectiveness of training is often increased due to the activities of a special coordinator of the training area, who ensures the proper use of the training center's capabilities. The effectiveness of education largely depends on the activities of the administration of centers based on high-tech education, providing equipment and educational materials for classes, places for individual learning, rooms for group sessions or consultations.

During the above-described organizational changes, new educational structures are being created based on the use of modern telematic systems in the educational process. At the same time, not only is the technological base of the functioning of educational institutions changing, but their institutional essence is also fundamentally changing. As a result, today in the world, new and new organizational forms of educational institutions are emerging, which use an ever-expanding range of new pedagogical methods, new economic and organizational-administrative mechanisms for their functioning, in which the educational process is carried out through various modern means of communication.

The formation of such new forms of educational institutions can be considered as the development of new organizational models of distance learning.

The use of artificial means as the basis of communication between teacher and student is the first and most obvious characteristic that distinguishes distance learning from other types of education. The development of artificial means of communication based on modern computer and telecommunication technologies opens up great opportunities for developing interaction between participants in the educational process. However, to make the most of these opportunities, significant changes are required in many elements of the education system. Thus, new tasks arise for course developers; teachers advising students studying remotely; administrators managing the educational process; organizers of education at various levels, etc. Solving these tasks means developing a new education system.

The development of distance university education fundamentally changes the structure of university education as a whole. Currently, we can talk about the transition from the classical system of university education, the main structural unit of which is the traditional university, to a new system of university education. One of the main characteristics of this new system is the diversity of its institutional forms, i.e., educational institutions providing university education.

This diversity is largely explained by the new opportunities provided by computer and telecommunication technologies.

The following can be distinguished as the main institutional forms (organizational structures) of distance university education:

- Distance learning departments at traditional universities;
- distance learning universities;
- remote departments of open universities;
- University consortia;
- TV universities;
- virtual classes;
- virtual universities.

As already noted, in traditional universities, courses and distance learning programs can also be developed within traditional organizational structures, when teachers simply connect students studying remotely to their courses taught in traditional university classrooms. However, the development of distance education is accompanied by the allocation of separate subdivisions specifically engaged in the development and provision of distance education courses. Such a unit usually has its own administrators specifically engaged in the organization of distance learning, as well as specific training and support personnel and technical personnel. It can also have a special faculty, but can also utilize teachers from the parent structure. Overall, the distance learning department at a traditional university represents an original, distinct from classical, university structure.

A distance learning university differs from a traditional university in that its sole objective is to provide distance learning services. This task determines its specific organizational structure. The faculty, technical, teaching and support staff, and administrative staff of the distance learning university differ significantly from those characteristic of traditional universities in terms of their tasks, functions, and work content.

The principle of openness of university education can be consistently and fully implemented only on the basis of the development of distance education. Therefore, in open universities, divisions specifically engaged in distance learning courses and having an original organizational structure due to the specifics of the tasks being solved are actively developing.

Radical changes in the institutional forms of university education are being introduced by the development of university consortia, i.e., special associations of a number of traditional universities and other organizations, with the aim of developing and providing distance learning courses. In fact, on the basis of the consortium, during its institutional formalization and development, such a new organizational structure in university education as the television university also emerges.

In recent years, on the basis of the development of teleconference technologies, such an absolutely original organizational model of university education as virtual classrooms and universities has also emerged.

Educational institutions of new types are developing quite rapidly. Although there is no complete official statistics on this matter, for example, on distance education, even in the USA, there are expert assessments according to which about one thousand educational institutions and companies in this country are currently involved in distance education.

The rapid development of new-type educational institutions makes such a problem of education management as the problem of accreditation of educational institutions, including new non-traditional types, relevant.

However, in all cases, the principles upon which the accreditation system is built are common to all institutional forms of NIS-based education, and these principles largely align with the principles of accreditation of traditional educational institutions [6].

With the development of distance education, the problem of the status of the accreditation body is also becoming acute. Thus, John Bear (John Bear - JohnB@aol.com) - author of the regularly published in the USA "Certificate on Educational Institutions in Which One Can Obtain a Scientific Degree by Non-Traditional Method," i.e., remotely based on computer and telecommunication technologies - noted that a number of universities in the USA (many of which provide education of dubious quality or, as Bear defines them as "less than excellent"), claim that their activities are fully accredited. However, these claims are based on the recognition received by these universities in small island states. For example, Berne University - a university located in the USA - received accreditation in such states as St. Christopher and Nevis, Mellen University - in Terkes and Caicos, and Knightsbridge University - in Antigua and Barbuda.

CONCLUSIONS AND PROPOSALS

In search of answers to these questions, a number of approaches to their solution are currently being proposed. There are no small nations, and therefore, accreditation in any state must be recognized as equivalent. Most education specialists considering this issue disagree with this approach and believe that educational institutions need to be classified in some way, taking into account the place of accreditation. For example, M. Goldstein (Michael Goldstein - mgoldstein@dlalaw.com), a member of the working group on educational institutions' connections with public telecommunications and the US government, argued within the framework of the DEOS-R computer conference that the following type of classification should be introduced in the US:

- an educational institution is accredited by a US agency recognized by the US Department of Education;
- an educational institution accredited by a US agency not recognized by the US Department of Education;
- educational institution accredited by a non-US agency not recognized by the US Department of Education;
- an uncertified educational institution.

Opinions are also expressed that it is necessary to publish a special guide that would provide clarification on the nature of accreditation and the differences in accreditation procedures.

This example clearly demonstrates that the development of NIT-based education, in particular distance education, contributes to the process of globalization of the educational space, and many problems, including accreditation issues, can be solved only on the basis of the development and coordination of international cooperation in the field of education.

Analyzing the ways of improving the organization of education based on new information technologies, it is necessary to highlight the development of market mechanisms in this area as the most important way.

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