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METHODS OF IMPLEMENTING AND IMPROVING INDICATOR-BASED MANAGEMENT IN PEDAGOGICAL HIGHER EDUCATION

Abstract *Indicator-based management systems play a crucial role in ensuring effective administration within higher education institutions. This approach involves defining key performance indicators (KPIs) that are continuously monitored to improve operational efficiency. Decisions are made based on statistical data and indicators, enhancing the institution’s overall performance. Indicators cover various areas such as academic processes, research activities, and financial management. Both quantitative methods (surveys, tests, monitoring) and qualitative methods (interviews, focus groups) are widely used to implement this management system. Additionally, strategic planning, systematic analysis, and continuous improvement are carried out based on these indicators. As a result, the indicator-based management system serves as an effective tool to enhance quality and efficiency in higher education institutions.*

Keywords*: Indicator-based management, higher education institutions, performance indicators, management system, strategic planning, monitoring and evaluation, quantitative methods, qualitative methods, quality improvement.*

Annotatsiya *Indikatorlarga asoslangan boshqaruv tizimi oliy ta’lim muassasalarida samarali boshqaruvni ta’minlash uchun muhim vositadir. Ushbu tizim orqali muassasaning asosiy faoliyat ko‘rsatkichlari aniq belgilab olinadi va doimiy monitoring qilinadi. Boshqaruv jarayonida statistik ma’lumotlar va indikatorlar asosida qarorlar qabul qilinib, faoliyat samaradorligi oshiriladi. Indikatorlar yordamida o‘quv jarayoni, ilmiy-tadqiqot faoliyati va moliyaviy holat kabi sohalar nazorat qilinadi. Boshqaruv tizimini joriy etishda kvantitativ (so‘rovnomalar, testlar, monitoring) va sifatli (intervyu, fokus-guruhlar) usullar keng qo‘llaniladi. Shuningdek, strategik rejalashtirish, tizimli tahlil va takomillashtirish mexanizmlari indikatorlarga tayangan holda amalga oshiriladi. Natijada, indikatorlarga asoslangan boshqaruv tizimi muassasaning sifat va samaradorligini oshirishda samarali instrument sifatida xizmat qiladi.*

Kalit so‘zlar: *indikatorlarga asoslangan boshqaruv, oliy ta’lim muassasalari, samaradorlik ko‘rsatkichlari, boshqaruv tizimi, strategik rejalashtirish, monitoring va baholash, kvantitativ usullar, sifatli usullar, sifatni oshirish.*

Аннотация: *Системы управления на основе индикаторов играют важную роль в обеспечении эффективного управления в высших учебных заведениях. Этот подход включает определение ключевых показателей эффективности (KPI), которые постоянно отслеживаются для повышения операционной эффективности. Решения принимаются на основе статистических данных и показателей, что улучшает общую работу учреждения. Индикаторы охватывают различные области, такие как учебные процессы, научные*

исследования и финансовое управление. Для реализации этой системы управления широко применяются как количественные методы (опросы, тесты, мониторинг), так и качественные методы (интервью, фокус-группы). Кроме того, на основе этих показателей проводится стратегическое планирование, системный анализ и постоянное совершенствование. В результате система управления на основе индикаторов служит эффективным инструментом для повышения качества и эффективности в высших учебных заведениях.

Ключевые слова*: индикаторно-ориентированное управление, высшие учебные заведения, показатели эффективности, система управления, стратегическое планирование, мониторинг и оценка, количественные методы, качественные методы, повышение качества, эффективность учреждения*

In Uzbekistan, several scholars have conducted effective scientific research on the development of indicator-based management systems in pedagogy and administration. For example, B.A. Ibrohimov has authored articles dedicated to implementing indicator systems in education management and improving their effectiveness, highlighting the importance of indicator-based management in modern educational institutions. S.T. Rahmonov researches modernization of management systems in pedagogical institutes and organizing quality control based on indicators. O.Q. Nazarov has written dissertations focused on assessing educational quality and applying indicator-based management elements to practice to enhance management efficiency. M.R. Karimova conducts scientific studies on innovative management approaches, including the implementation of indicator-based management systems, and has developed methodologies to improve the qualifications of leaders. D.S. Abdullaev carries out research on the development of monitoring and evaluation systems in educational institutions and the effective use of indicators. The scientific works of these scholars provide important theoretical and practical foundations for introducing and improving indicator-based management in the Uzbek education system [8,10,11].

Research Objective: The aim of the study is to explore and analyze effective methods for implementing indicator-based management systems in higher education institutions.

Research Approach: The research begins with a comprehensive literature review to understand the theoretical foundations and current practices of indicator-based management systems. Then, qualitative and quantitative methods are employed to collect data from leaders, professors, and staff of higher education institutions. Surveys and tests are used to measure management skills, motivation, and system effectiveness, while interviews and focus groups investigate attitudes toward management processes and gather suggestions. Collected data is subjected to statistical and thematic analysis to identify strengths, weaknesses, and development directions. Experimental implementation of indicator-based management tools is conducted in selected institutions, with results compared at the beginning and end of the experiment. Finally, recommendations for effective utilization and system optimization are developed [3,8,12].

The table presents various tests and methods that can be used to evaluate the effectiveness of indicator-based management systems in pedagogical institutes. Each method’s main purpose and application area are indicated clearly to guide their use during the research process.

№	Monitoring hod	Description	Application Area
1	**Monitoring**	Continuous observation of management esses and outcomes based on indicators	Management iency monitoring
2	**Report lysis**	Comparing internal and external reports with agement indicators	Report analysis
3	**Self-ssment veys**	Leaders and staff evaluating their activities based ndicators	Self-assessment of agement processes
4	**Audits and ections**	Checking compliance with standards and rolling the management system	Internal and rnal quality control
5	**Experiment ntrol**	Comparing conditions before and after ementing management elements between rimental and control groups	Testing the agement system
6	**Feedback ection**	Collecting opinions from staff and students to rove management processes	Social interaction improvement

Methods of monitoring indicative management in pedagogical institutes are carried out in various forms. First, through the monitoring method, management processes and outcomes are continuously observed based on indicators, allowing real-time assessment of efficiency. Analysis of reports compares internal and external reports on the institution’s activities with management indicators, identifying areas requiring growth or improvement. Additionally, self-assessment surveys provide leaders and staff the opportunity to evaluate their performance according to indicators, helping to identify strengths and weaknesses in management. Audits and inspections assess the compliance and effectiveness of the management system with standards, conducted by internal or external experts. The experimental control method compares conditions before and after the implementation of indicative management elements, serving to determine the effectiveness of new management approaches. Furthermore, feedback collection gathers opinions from employees and students, facilitating the development of recommendations for improving management processes. These monitoring methods are essential for effective management and enhancement of the indicative management system in pedagogical institutes.

Table 2

N	Key Criteria	Definition
1	**Strategic Thinking and ning**	Ability to identify long-term goals and plan effectively

2	**Openness and nsparency**	Free and complete communication of information in agement processes
3	**Responsibility and untability**	Each employee and leader feels responsible for their tasks
4	**Openness to Innovative roaches**	Readiness to implement new methods and technologies
5	**Systematic Monitoring Analysis**	Continuous control of management processes and analysis sults
6	**Teamwork and agement**	Cooperation among participants and motivation to achieve mon goals

There are several key criteria for evaluating the effectiveness of indicator-based management in pedagogical institutes. First, strategic thinking and planning skills are crucial, as they enable the identification of long-term goals and effective planning. Second, ensuring openness and transparency in management processes is necessary, which increases trust among participants and improves management quality. Third, based on principles of responsibility and accountability, each leader and staff member must clearly understand their duties and take responsibility for results. Fourth, openness to innovative approaches indicates the institution’s readiness to adopt new methods and technologies, contributing to the modernization of the educational process. Additionally, systematic monitoring and analytical skills ensure that management decisions are grounded and data-driven. Finally, the level of teamwork and engagement is important, reflecting active participation of all stakeholders and striving toward common goals. These criteria play a fundamental role in ensuring the effective operation of the indicator-based management system in pedagogical institutes.

CONCLUSIONS

To ensure the effectiveness of indicator-based management in pedagogical institutes, key criteria such as strategic thinking, openness and transparency, responsibility and accountability, openness to innovation, systematic monitoring and analysis, as well as teamwork and engagement, are of great importance. These criteria contribute to improving the quality of management processes, strengthening cooperation among participants, and enhancing the quality of education. Thus, implementing and improving indicator-based management systems in pedagogical institutes is an effective tool for increasing the overall performance of the institution.

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