



Integration Of Theory and Practice In Higher Education

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Abstract: This article is dedicated to improving the mechanisms for managing the integration of theory and practice in higher education and clarifying the management competencies of pedagogical staff. It describes the mechanisms for managing the integration of theory and practice in higher education and the components that constitute the system. Additionally, the article develops a model for improving the mechanisms for managing the integration of theory and practice in higher education and evaluates its effectiveness in practical terms.

Keywords: Education, Pedagogue, Ethics, Management, Concept, Integration, Theory, Practice, Values

Introduction

The education system of the Republic of Uzbekistan is undergoing a fundamental reform and modernization process. The field of pedagogy, directly responsible for such changes, faces issues such as the limited sources that define the content of the culture of management structures of pedagogical processes or develop their organizational structures.

A reliable corporate ethics system based on a humanitarian, professional approach plays a crucial role in making specific decisions during work activities, organizing management, and establishing the moral culture of employees – this system embodies harmonious organizational relationships. One of the main tasks of the integration of theory and practice is to develop an organizational system to the point where, even in the absence of management influence, it can effectively manage itself and maintain its existence.

The concept of developing the higher education system in the Republic of Uzbekistan until 2030 outlines the tasks of gradually transitioning to self-financing in order to ensure the financial sustainability of higher education institutions. The implementation of these tasks will provide higher education institutions with the opportunity to participate as independent competitive economic entities in the education services market and protect their interests.

Methodology

In the research process, methods such as theoretical-didactic analysis, interviews, pedagogical observation, surveys, comparative analysis, classification, statistical analysis, and pedagogical experimentation were used.

Result and Discussion

In the Russian explanatory dictionary, “integration” is derived from the Latin word “integration”, which means complete, whole, or unified. Integration is emphasized as the process of developing in an interconnected manner, combining into one whole, and making it unified. Integration refers to bringing different parts and elements together into a unified whole.

In the context of the education services market, integration demonstrates its presence in the external environment and serves to preserve and accumulate humanistic values within the internal environment, thus ensuring the stability of its position.

The integration of theory and practice has been recognized by many researchers as having two interrelated institutional levels, which are currently widely applied in management practice. The external level mainly assesses the external appearance and culture of the institution and its employees, including aspects such as the appearance of the organization’s buildings, dress culture, dress code, the presence of logos, and the existence of documents that describe the organization’s values and ethical behavior standards. These elements reflect the internal philosophical values that emerge from the integration of theory and practice.

On the other hand, the internal level of this integration is ensured by the presence of strict values and norms that define the relationships and behaviors of employees within the organization, as well as their interactions with clients. These values and norms regulate and coordinate actions when necessary, thus representing the internal aspect of the theory and practice integration in management.

In the current stage of the modern education process, the human factor plays a crucial role among the criteria for management effectiveness. The mechanism for developing the socialization of management is reflected in a set that includes collective development, such as thinking, activity, teaching, and self-management, all of which contribute to organizing creativity and creating the appropriate environment and conditions for its manifestation. This is based on the postulates of achieving management goals.

The state policy defines a number of organizational tasks within the system of improving the training of highly qualified personnel. These include:

- finding and integrating the most optimal solutions to the problems of science and practical economic activities, enriching labor with creative (innovative) content, and ensuring motivation through material and moral factors;
- highlighting that self-organization is one of the key factors in social and economic processes.

As we can see, the tasks of state policy and the socialization of governance are closely interconnected and align with the demands of the times.

In the social governance system, the positive result is evident in the practical application of the values reserve, which demonstrates that the acceptance and implementation of technical-technological tasks in solving social issues are effectively coordinated. Innovative thinking is one of the essential elements of such a system, which comes into play as it addresses increasingly complex tasks that differ in humanitarian, strategic, constructive, and technological aspects, requiring the use of conceptual, adaptable, and non-standard methods.

In accordance with the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, documents and guidelines aimed at ensuring social and material-technical conditions for training highly qualified specialists who meet international standards for all sectors of the economy are being thoroughly reviewed. This requires changing approaches to management, identifying priority directions for the development of higher education institutions, and developing strategies for further growth.

The strategy for the development of higher education institutions involves ensuring that rectors and vice rectors are constantly informed about the stages of achieving the final results planned, as well as providing them with the ability to respond promptly to any improper actions of staff and retrain them if necessary. The roadmap guides all team members by outlining the organization's overall goals and directions, clarifying each employee's role and responsibilities in achieving these objectives, and helps them clearly understand the paths to success and the potential consequences if they fail to meet their tasks on time.

In developing a strategy that contributes to the development of educational institutions, the following characteristics must be considered: relevance, flexibility, proven effectiveness, practicality, coherence, manageability, observability, and adaptability.

The strategy must be relevant in addressing the most important problems and visions for the future of the educational institution. A flexible strategy should ensure the ability to adapt to changing conditions and requirements throughout the entire implementation period of the program.

Justification – The strategy should identify goals and pathways to achieve them in a way that utilizes available resources to achieve the most beneficial results when solving a set of specific tasks.

Practicality – The strategy must ensure the alignment between the desired development opportunities and the real possibilities that exist for the educational institution.

Coherence – The strategy should ensure the completeness of the actions necessary to achieve the set goals and the consistency of their interrelationships.

Control – The key feature of the strategy for the educational institution is the ability to define its main goals (expected outcomes) at various stages (final and interim) and check the accuracy of the results to verify that they meet the set objectives.

The organizational structure of higher education institution management is influenced by factors such as the characteristics of education, the type of educational institution, its size, location, and the approach to management. Thus, the type of management chosen by the higher education institution plays a crucial role in organizing this process. This determines the composition and structure of the management bodies, as well as their level of influence on the work of the teachers, the methods used to regulate relationships within the organization, and the procedures for delegating authority or responsibility, all of which are directly linked to this approach.

Thus, there are the following types of management structures. A linear management structure is characterized by the presence of two or more hierarchical levels, and the principle of unity of command prevails at each level. Managers at all levels will have a range of authorities at their disposal to resolve tasks at their respective levels. The highest level of the hierarchy is held by the university rector. In the linear structure, the rector has vice-rectors who perform various functions. Deans and department heads are subordinate to the vice-rectors, and in turn, deans and department heads regulate the work of teachers and students.

The rector can assign vice-rectors to resolve issues according to their responsibilities. Orders and directives are transmitted along the scalar chain, from the rector to the vice-rectors and then down the hierarchy. The same chain is used for sending reports about the organization's activities. Currently, the rights of a higher education institution as a legal entity have been significantly expanded, particularly in planning, management, leadership, and supervision, as the organization now operates in a market economy environment. The institution has the authority to plan scientific research projects to meet market demands, provide consulting services in training personnel to meet market needs, and function as an independent innovative economic entity.

In higher education institutions, it has become a tradition to include the following in the rector's powers and responsibilities:

- working based on the implementation program of the Higher Education Institution's development strategy;
- actively participating in providing graduating students with sufficient knowledge and skills in their specific specialty;
- establishing additional educational services based on self-financing criteria;
- coordinating the academic schedule in accordance with the university's curriculum;
- supervising the operation of all infrastructures within the higher education institution, including business organizations;
- objectively evaluating the performance of the institution's staff and organizing regular pedagogical certification;
- developing concepts for rewarding professors, teachers, and other staff members.

The collegial governing bodies of higher education institutions – such as the University Council, Board of Trustees, Public Council, Academic Methodological Commission, and Departments – are granted authority to make decisions in the following areas:

- normalizing the operational activities of the infrastructure components of the higher education institution over time;
- approving the educational programs;
- developing criteria for objectively evaluating the professional activities of faculty members;
- providing recommendations and guidelines for the approval of faculty members with academic degrees;
- recommending faculty members for incentives and rewards, among others.

Even in highly decentralized structures, the primary responsible individual in a higher education institution retains the authority to make decisions regarding the institution's general concepts and the objectives of its development strategy. This includes tasks such as hiring and dismissing staff, assigning leadership positions, entering and signing contracts with other organizations, conducting faculty and leadership assessments by categories, overseeing and evaluating the main operational areas, and managing financial and economic activities, among others.

Creating conditions for a system in which teachers participate in university governance involves ensuring that teachers possess a high level of literacy and experience, exhibit unity in alignment with values, and embrace collaboration and organization, characteristic of democratic governance practices in educational institutions. Establishing such conditions requires a certain period of time, during which the mentioned traits are nurtured, and team members are encouraged to acquire collaborative governance skills. This process involves cultivating a strong sense of shared responsibility and leadership among faculty members.

A management system or managed system refers to a set of interconnected processes that carry out the tasks of governance, involving employees, material, technical, informational, regulatory-legal resources, and related governing documents. The management systems of higher education institutions reflect the specific content of the tasks being addressed and the methods used to solve them. These systems are expressed through the characteristics of how they are structured and implemented, considering the particular needs and objectives of the institution.

Conclusion

In the process of radical reform and modernization of the education system of the Republic of Uzbekistan, the field of pedagogy, which is directly responsible for these changes, has encountered issues due to the limited availability of sources that define the content of the management structures' culture of pedagogical processes or develop their organizational structures.

The top management circle of higher education institutions, led by a leader, demonstrates the usefulness, effectiveness, and stability of the integration of theory and practice. However, its essence is undermined and weakened by teachers and students, which does not align with the integration requirements of the team outlined in the institution's strategy.

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