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RESEARCH ARTICLE

ENHANCING THE TRAINING OF MODERN LEADERS IN THE MANAGEMENT SYSTEM OF HIGHER EDUCATION INSTITUTIONS

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Abstract

There is great interest in present-day leaders in the 21st century because of the widespread belief that the quality of leadership makes a significant difference to universities and student outcomes. There is also increasing recognition that schools require effective leader if they are to provide the best possible management system of higher education institutions. While the need for effective training contemporary leaders is widely acknowledged, there is much less certainty about leadership behaviors that are most likely to produce favorable outcomes. The researcher examines the underpinnings for the field of educational leadership and discuss the evidence of their relative effectiveness in developing successful universities especially during the periods of change. The research paper focuses on the improving of setting standards of training modern administration members in management system of higher education institutions (HEIs) and suggests a standard system for the modern leaders of education institutions according to competence-based approach to respond to the current education reform. It is the author's strong believe that training of modern leaders of administrative staff of higher education institutions stimulate social vitality, which itself has an economic impact, drives innovation and productivity growth in global economy.

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Introduction:-

The renovation, industrialization and modernization of the higher education institutions has set a very glorious mission along with the challenges for the education and training of leaders, in which the first tasks should be undertaken by educational administrators at all levels. Education management is considered to be a profession in in the special, delicate and difficult areas of the education sector. Those working in educational management might act as leaders who manage human resources in the Education and training system, which has a direct impact on position and destiny of the nation in both immediate and long term.

The modern leaders of administration of HEIs are key figures in the universities holding leadership roles in professional knowledge, academic programs, scientific research, technology transfer and other activities of the universities. The modern leaders are responsible to the Principals for comprehensive management of the universities according to the educational institutions' decentralization regulations. The modern leaders are in charge of some key duties as follows: administering the ideological, political and moral education to faculty members; Building and

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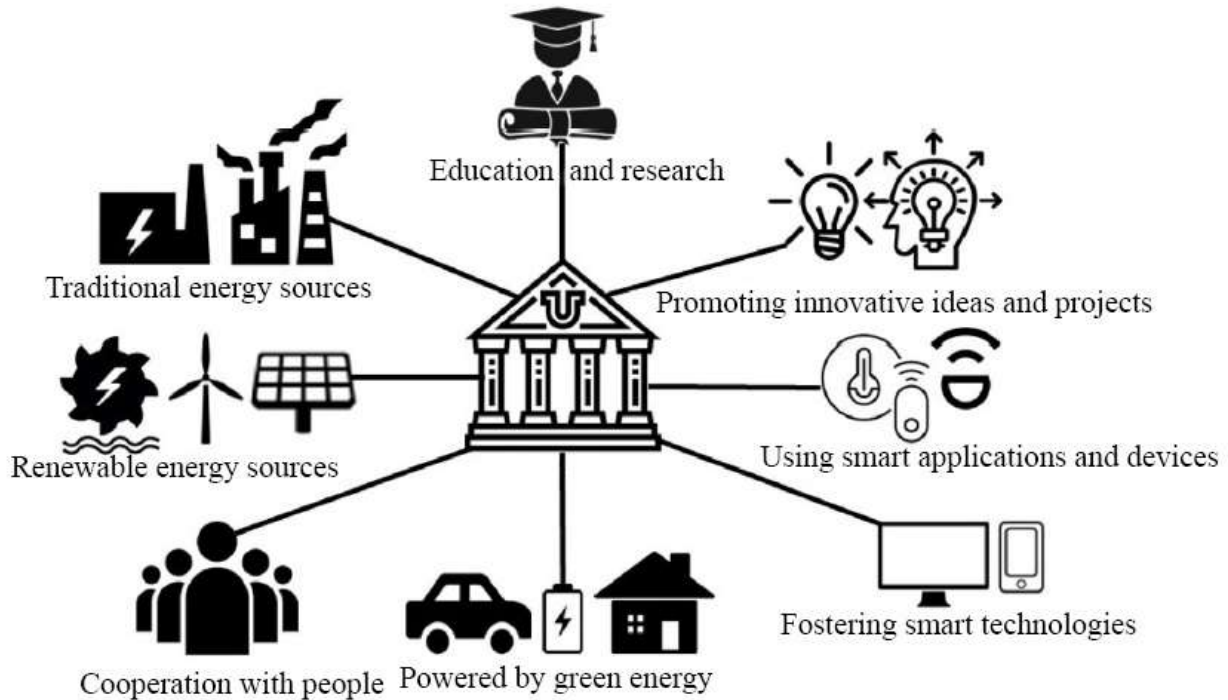
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developing curriculum, course contents, goals of the undergraduate and postgraduate programs of faculties, Implementation and managing training programs; Taking charge of the quality of training majors in the faculty; Organizing scientific and technological activities; Actively join in international projects and cooperating with scientific and technological organizations, manufacturers and businesses to associate training with scientific research, production, business and social life, etc. In order to do so, the modern leaders must build a comprehensive personality model including the roles of a teacher, a researcher, a manager, a social activist and a service provider together.

The modern leaders play the role of educators. Before becoming the heads of faculties, most of them were highly qualified lecturers with a high level of professional competence and a life-long experience. During their working period, thanks to the prestige confirmed, they have been assigned by their colleagues and the Board of Management. Most of the leaders still undertake the tasks of managing, teaching specialized subjects to students and participating in training graduate students and doctoral students. Besides, the management of the training contemporary leaders is mainly managing professional activities. Therefore, the role of a leader must always be associated with the role of a teacher. As a teacher, the modern leaders must master the expertise in his field and have a general knowledge of the specialties in the faculty. In other words, to be good leaders, they must be qualified and prestigious pedagogical teachers in teaching activities.

Professional activities of faculties at the universities are not only teaching but also scientific research ones. Therefore, the leaders must also have the role of a scientific researcher who not only has the ability to study independently but also promote the research activities of lecturers and students in the department. Moreover, they must be the first to apply scientific and technological achievements to teaching and research.

The modern leaders must also be an educational manager. In the past, the management was carried out according to a centralized and bureaucratic mechanism, i.e, the leader was charged with responsibilities by the Board of Administration/Management and the staff in the faculty received tasks from the present-day leaders. However, from the new viewpoint, educational management is carried out according to the law, hierarchy, autonomy and accountability mechanism with interactive methods in which the training department is considered as a center. Therefore, the leader must have extensive knowledge of management such as grasping the laws, regulations on education - training, policies and guidelines on educational development of the Administration, the State and the Ministry of Education and Training; in-depth knowledge of designing and building curriculum; abilities to synthesize, evaluate and advise the organization and administration of education and training; the skills of analyzing guidelines and policies on education and training development to determine the goals, visions, long-term development orientation of the faculty; abilities of influencing, attracting and gathering and motivating people to achieve the goals of the faculty; abilities of timely decision-making skills in organizing and managing educational, scientific research activities; skills to use the right people and the right jobs; communication and working skills to coordinate lecturers, students and other faculties. From these tasks, it can be seen that the head position of a faculty is a very specific one unlike any management positions in the University. They play the roles of a professional manager, an administrative manager and an educator. The innovative-higher-education-trends today have made teachers and education managers face with heavy tasks because the innovation has occurred not only in programs but also in management, etc. Thus, the modern leader is likened to a captain controlling a ship headed out to the open sea. In other words, the leader is an important factor leading the teaching and learning activities to improve the quality of education in each university.



Source: Author development

Therefore, it can be seen that the modern leaders of the HEIs plays a very important role in all activities of the Faculty. In order to carry out such duties, the leaders are required to have a lot of qualities and core competencies, especially when pedagogical training is facing with many difficulties and limitations making their duties more difficult.

Theoretical framework

The intent of this paper is to advance on the following propositions. First, when we analyze the choices and responsibilities of universities in times of social transition, we should bear in mind that the universities often times are the centers of governmental agenda. However, regardless of social and political conditions imposed on universities, they are invariably a source of new knowledge and innovative thinking. Secondly, universities are vital for global economic environment and economic transition. Due to the progressive nature of education, universities and similar institutions regularly become the driving force of social transition. Thirdly, global economic environment does impact and motivate social change. Fourth, academic leadership, such as presidents and rectors are or should be the visionaries, who shape the present and the future of their organization with support and exchange of ideas between them, academic faculty and students. Given the complexity of our global society, there is a need to realign the infrastructure of education with the needs of the people it serves. With these principles in mind, Tashkent State University of Economics has launched a new Strategy for 21st century education initiative that has been dedicated to the achievement of academic excellence and improving access to education. The author's believe was and is that education is valuable to social change. The author is living in the age of major transitional period in the public educational system. The changes the students may experience during a transition are numerous, from school facilities to academic expectations, to increased independence, etc. Social transition may refer to sociocultural evolution, to a paradigmatic change in the structure of education. Social change may be driven by cultural, religious, economic, scientific or technological forces. Change comes from two sources. One source is random; another source is systematic. Dao De Jing uses the metaphor of water as the ideal agent of change. Water, although soft and yielding, will eventually wear away stone. Change is to be natural, harmonious and steady, albeit imperceptible. In this further discussion, the author considers social transition as systematic change to drive result and impact, the outcome of which is education-al, sociocultural and economic progress. Any change is associated with responsibility, the state of being responsible, answerable, or ac-countable for something within one's power, control or management; able to answer for one's conduct and obligations, to choose for oneself between right and wrong. Michael E. Porter in Harvard Business Review writes, "Corporate social responsibility can be much more

than a cost, a constraint, or a charitable deed – it can be a source of opportunity, innovation, and competitive advantage”. It is well known; any change or transition is not easy. It cannot be reasonably expected that there will be any sudden all-encompassing transformations in the model of education that operates within the university. The 21st century is a new age; it is the dual scientific and humanistic world. This century is remarkably different from the previous ones; it is in some ways remarkably similar. In just several centuries our ability to control life and alter the environment has increased. Science has altered the character and quality of our life; we enjoy health, freedom. The speed of changes and scientific discoveries in our lives is tremendous. But the benefits of science have also created the compelling dilemmas that we face and the decisions we are going to make in our productive lifetimes. Thirty years ago we believed that small groups of highly-trained mathematicians would be capable of running a computer. Our students use desktop and laptop tools in doing their work better and smarter. Our experience with computer science in the last few decades is a good example of the dispersment of information and power. More changes are coming over. The question is “What knowledge should an educated person possess in order to contribute, to lead, and to have a productive life?” Our economic and educational goals need not be contradictory. A university defines what it believes is an educated person by the curriculum it offers. As we consider what knowledge an educated person must know, we must ask whether or not we are really considering new knowledge or are we rearranging that which we already know. Today's challenges call for a fundamental transformation of leadership style and culture to improve education and university performances in all its fields.

Materials and Methods:-

In order to explore this issue in the frame-work of the international project EDUCA of TEMPUS program for the study of the status of this problem have been developed questionnaire and methodology of the analysis of the region's needs for specialists in the field of management education, conducted a study with the participation of representatives of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, Management of education of Karaganda region, non-profit organization «Independent agency for accreditation and rating», institute of advanced training and retraining of education employees, managers and teachers of higher educational institutions, colleges, schools, including those that train specialists in undergraduate and graduate programs. As a research method was chosen survey of teachers and managers of low- and mid-level, which include heads of departments, heads of chairs, methodologists of educational institutions and interviews with senior managers, which include heads of educational institutions. Representatives of 10 public and 3 private institutions participated in the survey and interview. The total number of respondents – 90 people (65 people participated in the survey, 25 – in interview).

The main objectives of the survey and inter-views were:

1. identification of potential job opportunities for university graduates in the direction of Management in education;
2. definition of the necessary competencies for heads of educational institutions and organizations;
3. identification of the training needs of man-agers in the framework of advanced training and retraining programs.

The research utilizes mixed approach of investigation. Analysis of scientific literature on the research problem, questioning, interviewing, methods of mathematical statistics.

Presentation of Research Results:-

The aim of the first stage of research was to study the content of the improving the training standards of modern leaders in management system of higher education institutions. The instruction ran as follows: Give a free answer to the question: What kind of training program does suit for leaders? We received a total of 252 answers including: leader's personality traits, his actions, opportunities, and actions of followers and other people in relation to the leader. The number of characteristics given by a single respondent ranged from 2 to 11. After collecting the answer sheets, characteristics close in meaning were united into groups, and the groups were ordered in accordance with the frequency of characteristics named in them. Below, we are going to enumerate the groups of characteristics most often found in the answers and reflecting simple everyday images of the leader. A number of respondents wrote in their answer sheets that the leader was a person “who could lead others” (17 answers). Though this characteristic denotes the essence of the word “leader”, it is more metaphoric than semantic: to lead is the result of manifestation of characteristics which the leader possesses.

Leader characteristics

1. Can organize group work including building the group and helping in problem solution – 26 answers (56,5% of respondents).
2. Responsibility for taking important decisions, for his own actions and the actions of his followers – 24 answers (52,2% of respondents).
3. Orientation towards result, persistence in goal achievement – 23 answers (50% of respondents).
4. Communicativeness, skill to establish relations – 16 answers (34,8% of respondents).
5. Can use different methods of influence (to interest, motivate, inspire, convince) – 14 answers (30,4% of respondents).
6. Cleverness – 13 answers (28,3% of respondents).
7. Assurance, ability to keep his head in a crisis – 11 answers (23,9% of respondents).
8. Charisma, ability to arouse admiration – 10 answers (21,7% of respondents).

The list does not include characteristic which were found in fewer than 15% of respondents' answers. The aim of the second stage of investigation was to reveal the perceived characteristics of the pedagogues who had the most influence on the students in terms of their getting both professional and life experience. Final year students of the TSUE having maximum experience of interaction with the university teachers took part in the experiment – 43 respondents on the whole, 5 male persons and 38 female ones, all aged 21–25. Instruction 1. Recall one of your teachers, communication with whom was, according to your opinion, most important for your getting professional experience. Describe him or her by answering the question “Improving the training program of administrative leaders of HEIs” (Try to give at least five answers in any form). Instruction 2 is similar to the first one; the only difference consists in replacing the words “professional experience” by the words “life experience”. At the second stage of research experiment, we collected 42 answer sheets following Instruction 1 (about professional experience), and 43 answer sheets following Instruction 2 (about life experience).

Characteristics of the pedagogue, communication with whom was, according to the student's opinion, most important for his get-ting professional experience.

1. Responsive, supporting, understanding – 33 answers (78,6% of respondents).
2. Competent, professional – 31 answers (73,8% of respondents).
3. Good at organizing learning activity – 27 answers (64,3% of respondents).
4. Strict, exacting – 16 answers (38,1% of respondents).
5. Responsible (including responsibility for his words, promises and activity out-comes) – 13 answers (31% of respondents).
6. Just, tolerant – 12 answers (28,6% of respondents).
7. Clever, highly-educated – 12 answers (28,6% of respondents).
8. Uses methods of influence: interests, “makes” students think on their own, leads them on, supports – 12 answers (28,6% of respondents).

Characteristics of the pedagogue, communication with whom was, according to the student's opinion, most important for his get-ting life experience.

1. Supporting, helping – 34 answers (79,1% of respondents).
2. Cheerful, with a good sense of humor – 20 answers (46,5% of respondents).
3. Competent, experienced – 18 answers (41,9% of respondents).
4. Shares his life experience – 18 answers (41,9% of respondents).
5. Clever – 12 answers (27,9% of respondents).

Discussion:-

What makes up the leadership training of modern leaders in management system of higher education institutions to address significant learning strategies? How to recognize a potential leader and how to prepare a highly skilled executive? The issue could be referred to FAQ, i.e. a question, though asked frequently, is not asked enough, and it is not answered in a realistic way by academia. Universities are unique kinds of global institutions; they embrace cultural and socioeconomic setting. There are three essential ingredients in university activities: education, research, university and community. It is our firm belief that a focus on leadership culture is important for their preparation. Taking into account a certain gen-der disproportion in the staff and students of the university, we make a greater focus on balance and equality between male and female leadership strategies, preparedness for administrative leadership, etc., than on their differences in absence or presence of leadership qualities. The culture of leadership is

based on gender culture as a certain set of norms and values building cooperation on principles of equality, solidarity, partnership. It is manifested through a sum of cultural universals, represented by common core values in various spheres of life. It is essential for leadership in education that this sum should include not only common social, humanitarian and scientific research culture, but culture of ethics, aesthetics, law, politics, ecology, linguistics, information technologies, and, the most important in modern society, cross-cultural communication. New challenges in education call for new trends. One should have expertise and experience, be empathetic. Regardless of gender, a leader should have resilience, and strength of character. Very important is the power of persuasion, the ability to listen. In leadership preparation courses a lot of emphasis should be put on listening. Listening means asking good questions and taking in what people have to say. Listening also means hearing what people are not saying. In teaching a course for future leaders we'd also warn against greed, that is, have a sense that your work matters, that your efforts contribute to something bigger than your salary. Future leaders should clearly understand that one day they will be judged by later generations. The 21st century educational leader must act as a manager, an innovator, a builder, a connector, a dreamer. The new leader must be detailed, resourceful, focused and inventive. He or she is process-oriented and can visualize materials coming together to create a finished product and to re-lease human possibilities. All of these skills and qualities must be developed in today's leader. Leadership is also about how leaders combine and blend different dimensions. With the development of leadership and their organization leaders balance the blend to achieve better out-comes: they establish goals and expectations, they ensure supportive environment, they make strategic planning. It is very important to know where these qualities are represented on your team. Knowing how your co-workers think is paramount to effective teamwork. Leadership is a complex activity, a process of influencing people and followers to achieve the goals and rein-force the change of university culture. Leader-ship entails changing an organization strategy. It requires us to make an active choice among plausible alternatives and it depends on bringing along, on mobilizing them to get the job done. Effective leadership is at its best when the vision is strategic, the voice persuasive and the results tangible.

Let us first consider the list of leader's characteristics most commonly met in the respondents' answers (results of the first stage of research). On the basis of the differences between the leader and the manager described above we may come to the conclusion that in the eyes of the students the leader is rather a manager, i.e. a person with good organization skills, sense of purpose, ready to take responsibility upon himself, clever and communicable. The characteristics that could be called leadership ones are closer to the less frequent ones in the list: these are the means of "soft power" (to interest, motivate, inspire and convince), found in 30,4% of respondents, and also special characteristics that single out the leader from among other people and bring about their admiration (charisma), found in 21,7% of respondents. The list of most frequent characteristics does not contain those which are connected with non-formal inter-personal relations between the leader and his followers, though the scholars studying leadership phenomenon define it as belonging to the system of non-formal relations in the group.

Comparing the lists of characteristics of the pedagogues obtained at the second stage of experiment with general leader's characteristics, we may see more coincidences with the characteristics of the pedagogues who had more influence on acquisition of professional rather than life experience.

The training standards of administrative leaders of management system of HEIs possesses four characteristics which are also included in the list of leadership properties: can organize group work (academic activity), takes responsibility upon himself, is clever, and uses various methods of influence. We have already noted that these characteristics are not exclusively leader's properties, and may be also considered to be characteristic of a manager. As long as training is organized first and foremost to translate professional experience, the pedagogue acts in this case as a manager of education process. Nevertheless, in spite of presumably formal character of academic activity, the students found the pedagogues' characteristics related to non-formal relations and, hence, closer to the characteristics of the leader rather than the manager, to be most important. While describing pedagogues who had influenced both professional and life experience, about 79% of students singled out such a group of characteristics as responsive, sup-orting, understanding, helping.

Conclusion:-

Training administrative leaders of management system of higher education institutions is seen as a prime factor in improving university effectiveness. Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the university. The vision is articulated by leaders who seek to gain the commitment of staff and students to a better future for the university.

Leadership is strongly associated with university performance. Good leadership is not only important in itself; it is also a powerful way to improve teaching. Effective leadership improves universities.

Based upon our experience over the past years, we offer our observations to facilitate discussion about the ways of developing the new leader and responsibility of universities in their preparation. A leader must envision the future, inspire the followers to bring about the necessary change. Personal qualities that include values, character, motives, habits, traits, behaviors, and skills constitute effective leadership.

Social and economic transition cannot be achieved without universities. Universities stimulate social vitality, which itself has an economic impact. University corporate social responsibility culture is one of the core strategic goals alongside commitment to excellent learning, research and student experience.

Education is the essential role of the university. Teaching and research go together. Research is essential to the university only if it is associated with the teaching process. Increase of international activities of the Republic of Uzbekistan and the subsequent change in legislation lead to social transformations, to changing demands on universities. That in turn leads to how universities are assessed and gauged in their performance.

Training programs of administrative leaders of management system of HEIs in education can be considered both in the context of management of education institution and its structural divisions, and in terms of management of education process. In the former case, it concerns people occupying administrative positions at education institutions; in latter case it deals with pedagogues. According to the point of view of modern researchers, efficient management of education institutions presupposes combination of management, administration and leadership. Management is aimed at facilitating efficient activity of an institution and ensuring stability; administration is called upon to promote functioning of an education institution in accordance with the existing regulations; and leadership is oriented towards change and achievement of perspective proactive goals. Notwithstanding conservatism traditionally ascribed to the education system, social changes brought about by the processes of globalization and technological progress demand changes in education, which determines the urgency of the problem of leadership in this sphere.

The functions of management, administration and leadership differ from each other, that is why the solution of the problem whether one person can combine all these functions with equal success is ambivalent. The point of view of I. Adizes that formation of a mutually complementary management team is a precondition of effective management seems to be realistic enough; this idea is in agreement with the new model of management of an education institution on the basis of the distributed leadership conception.

While studying the issues of management and leadership in the context of education process management, we carried out an empirical research using the method of questionnaire. The results of our study showed that the students ascribe to the pedagogues who have had most influence upon them both the characteristics of the manager (can organize group work (academic activity), takes responsibility upon himself, is clever) and the characteristics of the leader (responsive, supporting, understanding, helping, can motivate and interest).

Thus, performing leadership functions is urgent both for the head of an education institution and for the pedagogues. For heads of education institutions, to be a leader means to initiate innovations ensuring effective functioning of the institution under changing conditions, and to motivate the staff to implement them. For the pedagogues, performing leadership functions is largely connected with providing support for the students, giving just evaluation of their activity, and showing ability to interest and create a favorable emotional atmosphere in the academic group.

Conflict of interest

The author declares that there is no conflict of interest

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Limitations

The study has some limitations despite the findings. The number of participants in the study was limited, in addition, a primary school in rural areas is yet to be cover. Thus, researchers should take into consideration involving wider geography for future studies to draw a picture comprehensively.

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