

**MODELS OF DEVELOPMENT AUTONOMY OF HIGHER EDUCATIONAL INSTITUTIONS IN THE MANAGEMENT OF THEIR ACTIVITIES*****Odinayeva Nigina Furkatovna****Bukhara State University, Department of Economics**PhD in Economics*

**Annotation:** The article analyzes models of development autonomy in higher educational institutions and identifies the autonomy of their development. In particular, scientific proposals and practical recommendations have been developed to improve the management of higher educational institutions.

**Keywords:** education, higher education, higher education institutions, development of higher educational institutions, autonomy models, management activities of higher education.

**Introduction**

In most countries of the world, there are ongoing scientific discussions and the adoption of relevant administrative-legal documents regarding various models of centralization and decentralization of powers between higher educational institutions and the controlling authorities. The analysis of global higher education autonomy practices allows for the distinction between liberal, centralized, and limited autonomy models, which differ in terms of the extent of authority granted to universities.

**Liberal Model**

The liberal model (United States, United Kingdom, Canada) is characterized by extensive autonomy of higher educational institutions. The Ministry of Education and other state agencies, as well as the management structures that oversee universities, are responsible for developing strategic directions for higher education system development, forming parameters that enable the achievement of these directions, and establishing general financial and academic policies. Additionally, they monitor the use of land, buildings, and other properties belonging to universities. In several countries, some governance functions, such as issuing professional qualification certificates based on acquired education (for example, granting the right to engage in certain types of professional activities through examinations), are transferred to professional public associations. The functions related to program accreditation and final examinations can be delegated to university associations.

**Centralized Model**

Within the centralized model (France, Germany, Russia), higher educational institutions are legally considered autonomous in terms of academic, research, administrative, and financial activities. However, university relations with the state are regulated by legislative documents, government orders, and instructions. Despite the proclaimed autonomy, university structures, functions, curricula, and educational programs remain under the operational control of state educational authorities. Autonomy in this model is significantly restricted in areas such as academic activities, financial management, organizational structure, and decision-making methods.

**Limited Autonomy Model.** In the limited autonomy model, state authorities impose restrictions on university autonomy in the following ways:

- Supervising the innovation process in higher education institutions;

- Actively participating in higher education management, considering its importance in socio-economic development;
- Regulating processes related to the competitiveness of skilled labor, a key factor in industrial development.

**Table 1: Characteristics of University Development Autonomy Models in Management Activities**

Autonomy Model	Degree of State Regulation	Role of Public Organizations and Intermediary Institutions	Forms and Mechanisms of Public Oversight	Authorities Granted to Universities
<b>Liberal</b>	No interference in strategic goal setting and implementation	Various governance functions and powers are delegated	Public accountability and transparency mechanisms	Academic, financial-economic, and structural-administrative autonomy
<b>Centralized</b>	Regulation of certain aspects of academic and financial activities	Some governance functions, including education quality improvement	Underdeveloped public oversight	Unequal implementation of autonomy in different areas; academic and financial independence is limited
<b>Limited</b>	State control over key management functions	No governance powers are granted to external organizations	No public oversight	Restricted academic autonomy and management rights

#### Challenges of University Autonomy

The issue of higher education autonomy involves the complex relationship between universities and the state, university governance structures, and internal administration.

#### Key challenges include:

1. Balancing state regulation and university independence through the involvement of specialized intermediary organizations and professional associations while ensuring effective higher education governance.
2. Developing a legal framework that grants universities corporate legal entity status with responsibilities for transparency and accountability.
3. Preserving traditional university autonomy while introducing modern governance practices.
4. Ensuring financial transparency through regular audits, public disclosure of financial statements, and strategic planning discussions.
5. Defining clear university models and autonomy criteria tailored to national education systems.

6. Balancing increased autonomy with internal governance by ensuring democratic selection of university leaders while maintaining administrative efficiency.

The transition to a liberal autonomy model requires:

1. Shifting from operational to strategic management by setting priority goals and target performance indicators.
2. Delegating quality assurance and accreditation functions to intermediary organizations.
3. Strengthening public and professional influence over university affairs.
4. Expanding academic freedom in shaping curricula, course content, and evaluation criteria.
5. Granting financial decision-making autonomy, while maintaining financial transparency and accountability.
6. Improving university leadership selection processes to ensure effective governance.

#### **Expected Outcomes of Liberal Autonomy:**

- Reforms in higher education governance based on a balance between centralization and autonomy;
- Clear distribution of responsibilities and decision-making powers across different management levels;
- Strengthening public and professional participation in university affairs;
- Establishing a strong legal foundation for higher education governance.

A centralized model grants universities significant powers while ensuring active state involvement in education management.

#### **Key areas for improvement:**

1. Granting leading universities the authority to modify educational standards, while keeping state oversight in education management.
2. Simplifying financial regulations and reducing bureaucratic oversight to improve efficiency.
3. Enhancing the legal framework to ensure universities have more governance flexibility.

A restricted autonomy model can have the following outcomes:

1. Increased efficiency in implementing state education policies.
2. Integration of universities into the state administrative structure, leading to bureaucratization.
3. Loss of decision-making authority, resulting in governance inefficiencies.

International practice suggests that universities striving for global competitiveness should be benchmarked against leading institutions worldwide. Countries aiming to establish world-class universities must align their education and training systems with the skill demands of society. However, this process should not merely replicate foreign models but should consider the national higher education system's resources and capabilities to avoid disrupting internal balances. In a global knowledge economy, the pursuit of world-class universities often exceeds national needs and capacities. Therefore, efforts to enhance university autonomy should be carefully planned to balance global standards with local realities.

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