



PSYCHOLOGICAL FEATURES OF IMPROVING THE MANAGEMENT SYSTEM IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation:

This article examines the issues of improving the socio-psychological management system of higher education institutions. The processes of selecting, training, and improving the qualifications of managerial personnel are analyzed based on empirical research. The role of motivation, psychological adaptation, and emotional intelligence in enhancing the efficiency of the management system is emphasized. The possibilities of supporting the professional development of managers and teaching staff by improving the quality of psychological services in educational institutions are considered.

Keywords: Higher education, management system, psychological services, managerial personnel, motivation, emotional intelligence, psychological adaptation, education quality.

In the global context, special attention is being given to improving the socio-psychological system for the effective management of higher education institutions, developing appropriate mechanisms, and ensuring the professional development of managerial personnel. The United Nations' "Transforming Our World: The 2030 Agenda for Sustainable Development" program and the "Mainstreaming, Acceleration, and Policy Support" (MAPS) approach emphasize the selection, training, and skill enhancement of managerial personnel within the governance system, as well as the creation of necessary conditions and the improvement of socio-psychological service methods provided to them.

In our country, efforts are being made to introduce new methods of psychological services into the higher education system, ensure that educational institutions are staffed with highly professional managerial and pedagogical personnel capable of fulfilling their assigned responsibilities, and establish a continuous system for



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retraining and enhancing the qualifications of existing managerial staff. All regulatory frameworks necessary for improving leadership professional competencies and the quality of managerial activities have been developed. The implementation of "effective forms and methods for selecting personnel, centralized selection of personnel in public service, and the introduction of a modern 'individual identification' system" has been identified as one of the priority directions. As a result, the process of preparing competitive specialists has entered a new qualitative stage, integrating advanced management practices from developed foreign countries with national values, identifying managerial personnel competencies, clustering them by areas of competence, differentiating them, and optimizing psychological services for them.

Enhancing the management system in modern higher education institutions is a complex socio-psychological process aimed at increasing the efficiency of the educational process, improving the quality of leadership activities, and developing the academic environment. This process requires the implementation of innovative management principles, the effective use of human resources, and the creation of a positive psychological climate. The management system should not only focus on achieving the strategic objectives of the institution but also contribute to increasing the motivation of educators and students. Therefore, the management system must be developed based on the human factor and should be psychologically well-structured.

The management processes within the higher education system are influenced by various psychological factors, with the most critical being leadership styles, communication between staff and students, and psychological adaptation. An effective management system aims to strengthen teamwork within the organization, where psychological leadership and emotional intelligence play a crucial role. The personal characteristics and management styles of higher education leaders directly influence the quality of the educational process and the stability of the academic environment. Consequently, the psychological preparedness of leaders, their problem-solving abilities, and their capacity to work effectively with the pedagogical team should be considered key factors in the management system.



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Motivation and psychological adaptation are essential aspects of improving the management system. Supporting the professional growth of employees, creating an adaptive work environment, and minimizing stress factors contribute to the quality of education and the stability of the institutional atmosphere. Management system reforms must be human-centered, as the psychological state of faculty members and students is a fundamental determinant of their performance efficiency.

Motivation plays a critical role in organizing the future effective activities of managerial personnel and forming their professional potential. This factor significantly impacts job satisfaction, the improvement of expected outcomes, and the stability of the psychological climate. However, an excessively high level of achievement motivation may lead to psycho-emotional strain among managerial personnel, increasing the risk of professional burnout, stress, and a decline in motivation. From the perspective of activity theory, examining the psycho-emotional state of managerial personnel allows for the prevention of professional burnout and insecurity, as well as the timely correction of errors through external factors such as career development, appropriate task allocation, effective time management, and rational decision-making.

Leadership activity is a fundamental element of management, and its psychological aspects play a vital role in shaping an effective governance system. A modern leader is not only a decision-maker but also a motivational figure who inspires and guides the team. Emotional intelligence is one of the key factors of leadership, as it enhances a leader's ability to control emotions, communicate effectively with employees, and manage stress. A leader with emotional stability fosters a culture of trust within the team and enhances the efficiency of the educational process.

In conclusion, considering psychological factors in improving the management system of higher education institutions is of great importance. The effectiveness of management processes depends on the development of personnel's personal, professional, and socio-psychological competencies. This requires the improvement of mechanisms for selecting and developing personnel based on innovative approaches, modern management technologies, and psychological factors. The resilience of managerial personnel to stress, their communication culture, teamwork skills, and ability to maintain psycho-emotional stability during decision-making



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processes directly impact the overall effectiveness of the organization. The psychological suitability of candidates for leadership positions in the higher education system, their capacity to define their professional growth trajectory, and their level of strategic thinking should be thoroughly examined. Therefore, a comprehensive analysis of the psychological aspects of the management system and their practical implementation can lead to the formation of an effective governance structure within educational institutions. As a result, modern higher education institutions will become globally competitive and capable of integrating innovative approaches into their management systems.

The effective management of higher education institutions is one of the critical aspects of the modern education system, where socio-psychological factors play a primary role. Research findings indicate that improving the management system requires the careful selection of managerial personnel, enhancement of their qualifications, and effective organization of their psychological adaptation processes. The motivation, emotional intelligence, and communication skills of leaders directly influence the quality of education and the stability of the academic environment.

An effective management system is shaped through strengthened collaboration among members of higher education institutions, the implementation of innovative approaches, and the rational utilization of human resources. Additionally, improving the quality of psychological services within educational institutions can support the professional development of leaders and pedagogical personnel.

Ultimately, optimizing management processes within the higher education system will enable institutions to be internationally competitive, adopt innovative management technologies, and prepare highly qualified specialists who meet societal demands. Such an approach will contribute to the strategic development of higher education and enhance the overall efficiency of educational institutions.

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