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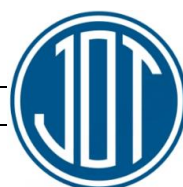
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The role of strategic planning in the strategic management of higher educational institution

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Abstract: This article is devoted to the study of the issue of strategic planning. Using the example of the Tashkent State University of Transport, the stages of planning implementation and the main requirements for it are shown.

Keywords: plan, strategic planning, consistency, short-term planning.

Oliy ta'lim muassasalari strategik boshqaruvida strategik rejalashtirishning o'rni

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Annotatsiya Ushbu maqola strategik rejalashtirish masalasini o'rganishga bag'ishlangan. Toshkent davlat transport universiteti misolida rejalashtirishni amalga oshirish bosqichlari va unga qo'yiladigan asosiy talablar ko'rsatilgan.

Keywords: reja, strategik rejalashtirish, izchillik, qisqa muddatli rejalashtirish

1. Kirish

Ta'lim muassasasini boshqarishda belgilangan ishlarni to'g'ri rejalashtirish ta'limning sifat samaradorligini oshirishning birinchi omilidir. Shuningdek, tashkillashtirish, nazorat qilish, bajarilgan ishlarni xolis baholash, galdagi vazifalarni aniq belgilash rahbarning asosiy vazifasidir.

Reja qat'iy ketma-ketlik asosida bajariladigan ishlar ko'lamini vaqtga bog'lab chiqishdir. Rejani tuzishda resurslar va maqsadlar inobatga olinadi. Rejalashtirish o'ta murakkab jarayon hisoblanib, boshqaruvchidan katta tajriba, malakani talab etadi. Rejani tuzilishiga qarab, boshqaruvning realligi haqida fikr yuritish mumkin[1-5].

Rahbar rejani tuzishda barcha ishlarni detallashtirilgan holda, qat'iy ketma-ketlikda, eng asosiysi, har bir bajariladigan ish uchun aniq muddat belgilangan holda beradi. Rejada muddatlar mujmal, noaniq bo'lmasligi kerak. Ko'p holatlarda rejada belgilangan ishlar uchun muddat "Yil davomida" yoki "muntazam", "oy davomida" singari so'zlar orqali belgilanganini kuzatamiz. Bu esa belgilangan ishning hech qachon amalga oshmasligiga zamin yaratadi. Chunki yil davomida bajarilishi belgilangan ish bajaruvchida javobgarlik hissini sezmaslikni keltirib chiqaradi. Muddatning belgilanishidan maqsad – belgilangan kuni ayni shu tadbir yakunlanib, ko'zlangan natijaga erishilganligi e'lon qilinishi kerak.

2. Metodologiya

Xodimlar rejada belgilangan ishlarni to'liq, sifatli va samarali usullar bilan bajarishlari uchun sinalgan yo'l sifatida quyidagi amallar bajarilishi maqsadga muvofiq bo'ladi:

- rejani tuzishda barcha ijrochi, bajaruvchi xodimlar faol ishtirok etishi kerak;

- rejaning barcha bandlari ijrochi, bajaruvchi xodimlar uchun tushunarli bo'lishi zarur;


- rejada belgilangan muddatlar aniq ifoda etilib, barcha ijrochi xodimlar aynan shu muddat yakunida yoki undan oldin belgilangan natijaga erishishlari va o'rnatilgan tartibda uni e'lon qilishlari zarur;

- belgilangan muddatda erishilmagan natija uchun jazoning turi oldindan aniqlangan va u ijrochilar tomonidan idrok etilib, tan olingan bo'lishi zarur;

- bajarilgan ish va erishilgan natijaga e'tibor berilishi, buning biror usulda qayd etilishi, bunday ma'lumotlar to'planib borayotganligi ijrochilarga etkazilishi zarur (oldindan belgilangan natija uchun taqdirlanmasligini har bir ijrochi bilishi kerak);

- erishilgan yutuq uchun, ya'ni oldindan belgilanmagan, e'tirofqa molik (katta moliyaviy, ijtimoiy va siyosiy) natija uchun taqdirlanish imkoniyati mavjudligi to'g'risida har bir ijrochi xabardor bo'lishi lozim;

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- reja nafaqat yuqori tashkilotlarning topshiriqlari, balki mavjud resurslardan samarali foydalanish imkoniyatini ham ochib berishi kerak;

- reja tuzishga barcha xodimlar ishtirokidagi jiddiy ilmiy tadbir sifatida qaralishi maqsadga muvofiq bo'ladi.

Reja boshqaruvni ma'lum muddatlarda erishilayotgan kichik-kichik natijalar ortidan yakuniy natija – maqsadga tomon harakatlanib borayotganlikning nazoratini olib borish uchun zarur bo'lgan hujjatdir[4].

Reja bu – bajariladigan ishlarning ro'yxati ko'rinishidagi hujjatdir. Ushbu hujjatning yaratilishi va unga o'zgartirishlar kiritib borish jarayoni rejalashtirish deb ataladi. Rejalashtirish jarayoni biror bir mas'ul shaxs tomonidan olib boriladi. Oliy ta'lim muassasalarida bunday jarayonlar bilan shug'ullanadigan shtat mavjud emas. Vaholanki, reja va rejalashtirish ta'lim muassasasi (uning rahbari va xodimlari)ning taqdiriga bevosita daxldor, uning faoliyatini oldindan belgilangan maqsad uchun doim harakatlantirib turadigan yagona hujjat, kuch hisoblanadi. Shu munosabat bilan rejalashtirish jarayoniga qanday yondashuvlar mavjudligi haqida to'xtalamiz[5].

Rejalashtirishga uch xil yondashuv mavjud: strategik, o'rta va qisqa muddatli rejalashtirish. Ta'lim muassasalaridagi ishlarni strategik rejalashtirish. Ta'lim muassasalarida uzoq muddatli rejalashtirish kamida 5 yil yoki 7 yillik ishlarni qamrab oladi. Bunday rejalashtirishning eng asosiy maqsadi va vazifasiga O'zbekiston Respublikasi "ta'lim to'g'risida"gi Qonuni va Kadrlar tayyorlash Milliy dasturidagi tamoyillar, vazifalar va tuzilmalar kiradi. Ushbu rejalashtirish davlatning ta'lim sohasidagi siyosatini ro'yobga chiqarishda anglashilmovchiliklarga yo'l qo'ymaydi.

Ta'lim muassasasining obro'si bitiruvchilarining keyingi faoliyati, ularning hayotda o'z o'rnini topishi bilan bog'liqdir. O'quvchilarga berilgan ta'lim sifati, qo'llangan o'qitish texnologiyalari samarasini ko'rish, baholash uchun esa kamida 5 yoki undan ortiqroq muddat talab qilinadi.

Xalq xo'jaligidagi o'zgarishlar, albatta, kadrlar tayyorlash soni, darajasi va miqyosiga o'z ta'sirini o'tkazadi. Bilamizki, xalq xo'jaligida rejalar kamida 3, 5 va 7 yillik davrni ko'zlagan holda tuziladi. Demak, strategik reja ham qariyb shuncha davrni o'z ichiga olishi kerak[4,6].

Bunday hujjatning ijrochisi ta'lim muassasasi rahbariyatidir. Strategik reja o'z-o'zidan konkret natija bermaydi, unda belgilangan tadbirlarni avval o'rta, keyinchalik qisqa muddatli rejalashtirish orqali yillik ish rejalariga kiritish ko'zda tutiladi. Strategik reja ta'lim muassasasining maqsadiga qarata olingan mo'ljalni doimo nazarda tutib turish uchun xizmat qiladi. Har yili tuziladigan yillik reja aynan strategik reja asosida ishlab chiqilishi zarur. Ba'zi hollarda strategik rejaga ham o'zgartirish kiritib borish lozim bo'ladi. Bunda ta'lim muassasasi rahbarining xalq xo'jaligidagi katta o'zgarishlar, yangi davlat dasturlarining qabul qilinishi, ilg'or pedagogik texnologiyalarning kirib kelishi kabilarni idrok eta bilish, rahbarlik hissi bilan sezishi talab etiladi. Strategik rejani ishlab chiqishda tegishli ijrochilarning qatnashishi, muddatlarning aniq bo'lishi, bajarilmagan tadbirlar uchun jazo, bajarilganlari uchun mukofot bo'lishi va boshqa tamoyillarga asoslaniladi. Strategik reja, asosan, rahbarning stolida, uning ko'z o'ngida bo'lishi maqsadga muvofiqdir. Ta'lim muassasasini boshqa tashkilotlarga ibrat qilib ko'rsatishda aynan shu rejadan foydalaniladi. Unda asosiy yo'nalishlar: ta'limning mazmunini boyitish, ma'naviy, ijtimoiy rivojlanishdagi asosiy parametrlar, jihozlash va moddiy-texnik bazani

shakllantirish, pedagogik kadrlar bilan ishlash va boshqa asosiy bo'limlar ko'rsatilsa, maqsadga muvofiqdir. Har bir yo'nalish uchun 5-7 yilda erishiladigan yakuniy natijalar aniq ifodalani, unga etishishning bosqichlari belgilanadi. Qisqa muddatli rejalashtirish boshqa ta'lim muassasasining eng quyi darajasida ishlab chiqilib, operativ maqsadlar bajarilishining yo'llarini ko'rsatib beradi va taktik maqsadlar uchun sharoit yaratishda muhim o'rin tutadi. Mazkur rejalashtirish ta'lim muassasasining yalpi faoliyatini qamrab oladi: oddiy xodim, pedagog, rahbariyat ushbu rejalashtirishda qatnashadi va uning natijasida paydo bo'lgan hujjat jamoa uchun majburiy xarakterga ega bo'ladi. Yillik reja asosida har bir maqsadga erishish uchun jadvallar ishlab chiqiladi. Unda muddatlar aniq belgilanishi zarur. Muassasaning sharoiti va talablarini to'liq qondirish, samarali usullar bilan qo'yilgan maqsadlarga erishishni hisobga olgan holda ishlar taqsimlanadi, shunga ko'ra byudjet shakllantiriladi. Qisqa muddatli rejalashtirish strategik va taktik maqsadlarda qo'yilgan vazifalarning ob'ektiv holatda bajarilishini ta'minlaydi. Boshqacha qilib aytadigan bo'lsak, miyada pishib etilgan g'oyalarni jismga, voqea va hodisalarga aylantirib berapdi. Shund rejalashtirish faoliyatiga bo'lgan harakat yuzaga keladi: yillik rejada belgilangan har bir bandning bajarilishi operativ maqsadlarni ro'yobga chiqarsa, u o'z navbatida taktik maqsadlarni amalga oshirish uchun shart-sharoit yaratadi, taktik maqsadlarning yuzaga kelishi esa strategik maqsadlarning amalga oshirishini ta'minlaydi. Oliy ta'lim tizimi boshqaruvida boshqarish usullari muhim ahamiyat kasb etadi [2,7].

3. Natijalar

So'ngi bosqich universitetning to'g'ri yo'nalishda harakatlanishini ta'minlash uchun strategiyani amalga oshirilishini monitoring qilish va baholash tizimini yaratish va zarurat tug'ilganda strategiyaga tuzatishlar kiritish imkoniyatini yaratadi. Ushbu imkoniyatdan to'g'ri foydalanish uchun quyidagi jarayonlarni amalga oshirish maqsadga muvofiqdir:

Asosiy samaradorlik ko'rsatkichlarini (KPI) belgilash: strategik maqsadlar erishish uchun aniq ko'rsatkichlarni belgilash. Ushbu ko'rsatkichlar maqsad va loyihalarga mos kelishi kerak.

Ma'lumotlar yig'ish tizimini ishlab chiqish: KPIlarni baholash uchun zarur bo'lgan ma'lumotlarni to'plash mexanizmlarini yaratish. Bu sifat va miqdoriy ma'lumotlarni to'plash uchun anketalar, so'rovlar, statistik hisobotlar va boshqa vositalardan foydalanishni o'z ichiga olishi mumkin.

Muntazam monitoring: strategik maqsadlarga erishilayotganligini aniqlash uchun ma'lum bir davr oralig'ini monitoring olib borish. Maqsadlarning xususiyatiga qarab, bu choraklik, yarim yillik yoki yillik monitoring bo'lishi mumkin[3,5].

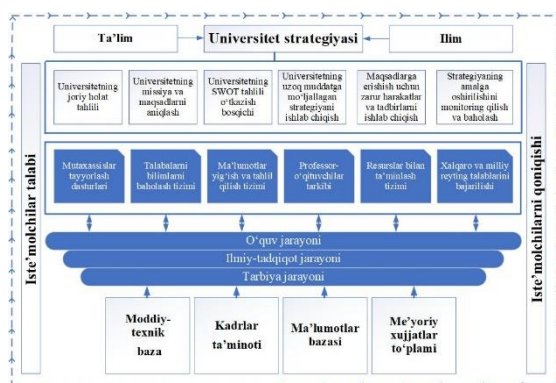
Natijalarni tahlil qilish: tendensiyalarni aniqlash uchun ma'lumotlarini tahlil qilish. Belgilangan ko'rsatkichlar bo'yicha erishilgan natijalarni baholash, shuningdek, oldingi davrlar bilan qiyosiy tahlil qilish.

Muammolarni aniqlash: strategiyani amalga oshirishda belgilangan ko'rsatkichlardan og'ishlar yuzaga kelganda rejalarini tuzatish, resurslarni qayta taqsimlash yoki vazifalarni bajarishga yondashuvlarni o'zgartirish.



Strategiyani yangilab turish: universitet strategiyasini vaqti-vaqti bilan qayta ko'rib chiqish va zarur hollarda yangilash. Bu strategiyani o'zgaruvchan sharoit va ehtiyojlarga moslashishga, shuningdek, uning dolzarbligi va samaradorligini saqlab qolishga imkon beradi[4,8].

Har qanday oliy ta'lim muassasa oldida raqobatbardoshlikni ta'minlashi uchun zamonaviy talablarga javob beradigan ta'lim muhitini yaratish vazifasi turadi. Ushbu vazifani ta'lim sifatini ta'minlash bajarish mumkin. Ta'lim sifatiga esa universitetni tashkiliy tuzilmasi, ta'limni tashkil etish va uni amalga oshirish bilan bog'liq bo'lgan me'yoriy-hujjatlar, resurslar, monitoring va baholash vositalarining yig'indisidan tashkil topadi.



1-rasm. Universitetni strategik rejalashtirish modeli

4. Xulosa

Toshkent davlat transport universiteti yuqori malakali mutaxassislarni tayyorlashni kafolatlaydigan sifat tizimiga o'tishni bosqichma-bosqich reja asosida amalga oshirish maqsadga muvofiqdir. Bizning fikrimizga ko'ra, universitetni ta'lim sifatini ta'minlashga qaratilgan strategik rejalashtirish modeli quyidagi ko'rishga ega bo'lishi zarur (1-rasm).

Taklif etilayotgan modelni o'ziga xos xususiyati ikkita nazorat halqasining mavjudligidir: funktsiya va vazifalarni boshqarish (sifat kafolati) va rivojlanishni boshqarish (sifatni yaxshilash). Birinchi quyi tizim ta'lim tizimining hozirgi holatini va unda sodir bo'layotgan jarayonlarni baholashni, ikkinchi quyi tizim uzoq muddatli rejalashtirish va faoliyatni takomillashtirish jarayonlarini o'z ichiga oladi.

Xulosa qilib shuni aytish mumkinki, ushbu model ta'lim sifatini ta'minlash orqali iste'molchilarni talabiga qaratilsa, rivojlanishni ta'minlash orqali iste'molchilarni ta'lim jarayonidan qoniqishini hosil qiladi[8].

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