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## CONCEPTUAL FEATURES OF THE FORMATION OF STRATEGIC PLANNING SYSTEMS IN HIGHER EDUCATION INSTITUTIONS

**Abstract:** The article reveals the economic and philosophical essence of the basic concepts that should be applied in the strategic planning system of higher education institutions. At the same time, a clear interpretation of these concepts is based on the importance of increasing the efficiency of the strategic planning process, overcoming systemic and individual resistance, the organization of the control system.

**Key words:** higher education institution, change, outlook, strategic planning, organizational theory, systems, control.

**Language:** English

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### Introduction

Theoretical, methodological and practical problems of the formation of strategic planning systems in higher education institutions, as well as significant scientific proposals and recommendations for their solution are reflected in a number of foreign and domestic researches. Nevertheless, to date, no concept of strategic planning has been developed that is fully consistent with the specific characteristics of higher education activities.

As a result of the introduction of strict quarantine measures against the spread of the COVID-19 pandemic in recent years, the organization of the management system in higher education institutions (HEIs) of the country on the basis of fundamentally new principles; the need to ensure an optimal balance between internal and external sources of funding for higher education institutions; intensification of

competition in the field of education as a result of the entry of universities and technology companies in the top 100 in prestigious international rankings; the expansion of admission quotas and the provision of academic independence in the organization of the educational process, the growing focus on human capital development have led to an increase in the role and importance of the strategic planning system.

In addition, on the basis of relevant decrees and resolutions of the President of the Republic of Uzbekistan, the introduction of the University 3.0 model in the activities of higher education institutions and the gradual introduction of digital technologies in management processes, improving the distance education system using the Internet, The identification of tasks such as the inclusion of adaptation measures to digital transformation processes in the strategy of activity development has made theoretical and

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methodological research related to strategic planning one of the most pressing issues.

### THE MAIN FINDINGS AND RESULTS

#### Analysis of scientific sources

One of the target programs defined by the Decree of the President of the Republic of Uzbekistan dated June 17, 2019 No PD-4358 "On measures to radically improve the system of training highly qualified personnel and develop scientific potential at the National University of Uzbekistan named after Mirzo Ulugbek in 2019-2023" is called "Improving the organization of planning, deepening and improving the quality of the educational process in accordance with international practice of the introduction of the latest pedagogical technologies and teaching methods" [1].

In "Plan for the implementation of the concept of adaptation of the education system to the digital generation and its sustainability for 2020-2025" [2] prepared by Modernization of Higher Education in Central Asia through New Technologies (HiEdTec), it is noted that in order to increase the efficiency of higher education in the Republic of Uzbekistan:

1) The use of information technology in the education system, the activation of the process of integration of scientific research with the IT industry;

2) Measures are being taken to successfully implement the Strategy "Digital Uzbekistan-2030". At the same time, the plan proposes strategic tasks for the transformation of the higher education system in accordance with the principles of the digital economy.

E.B. Pivot and T.Esterman's scientific article "University Autonomy in Europe" analyzes the strategic results of the independence of universities [3]. The results of similar studies have been studied in the articles of a number of foreign scholars [4, pp. 104-107].

In the research work of M.A. Loskutova "Development of the market of educational services using the rating system" it is noted that the accuracy of the strategy and strategic plan for the development of higher education and the quality of training are one of the factors determining the ranking and prestige of higher education [5].

Theoretical and methodological bases of strategic management and planning are reflected in the classical works of I. Ansoff [6], K. Bowman [7], R. Akoff [8] and others.

According to the analysis of the above and other scientific, practical sources [9,10,11,12,13], it is clear that the strategic planning system is considered in terms of research direction, goals and objectives. Continuous changes in the external socio-economic environment and an increase in emergencies that directly affect the higher education system; the growing role and importance of large ecosystems in the system of economic relations, the growing demand of business entities for specialists with digital

knowledge and skills, and the main factors determine the need to study theoretical and methodological issues related to strategic planning. Therefore, the main purpose of this article is to reveal the economic and philosophical essence of the basic concepts used in the concept of strategic planning.

#### Analysis and results

The concept of strategic planning in higher education institutions includes not only the subject, object, methods, functions, principles of planning, but also the approach to changes in the external and internal environment, the formation of strategic thinking, types and stages of planning.

We will try to explain the essence of these basic concepts in detail in terms of their application in the strategic planning process.

**1. Changes and worldviews.** Changes are constantly accelerating, and the changes themselves are changing. There is nothing new in this, and we approach it as a matter of course. But each of the changes we feel has its own unique aspects. These aspects underlie the suspicions and fears that arise in our thinking about change.

The impact of change today is significant and they need to be taken into account. It is an axiom that does not require proof that their speed is so high that misunderstanding them or taking unintentional actions can be costly and even lead to a crisis. Almost every day we can hear the news about the breakdown of organizations that have not been able to adapt to change or have been slow to adapt.

Humans seek stability, and they are at the same time members of groups, organizations, institutions, and communities that seek stability. Their goal is homeostasis, but the world itself, where they are researching the desire to achieve their goals, is very dynamically changing and unstable. Increased interdependence and interdependence of individuals, groups, organizations, institutions and communities due to changes in means of communication and transport; has made our environment wider and more complex and almost unpredictable.

Not paying enough attention to the changes taking place around us quickly and effectively enough is tantamount to not paying attention to them at all. Being amazed at the changes that require change can be called a "blow of the future". One of the goals we have set for ourselves is to help overcome this situation.

Another aspect of the changes that are taking place is of a more insidious (perhaps more dangerous) nature. R. Akoff [8] was one of the first to draw attention to this in his work. His thoughts can be summarized as follows: "As the pace of change increases so does the complexity of the problems we face". As these problems become more complex, it takes so much time to find a solution to them. As the pace of change increases, so do the problems we face, and as a result, the "lifespan" of the ways to solve

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them is shortened. Therefore, when we find solutions to many of the problems that have arisen (usually the most important ones), the problem changes so much that our decisions become inconsistent and ineffective. In other words, our decisions will apply to problems that did not exist in their previous form (i.e., when they began to find solutions). In the end, we are behind “time”.

Changes are accelerating not only around us, but also in our thinking. Undoubtedly, we became sensitive to changes in the external environment and began to feel changes that had not been previously considered.

The most important changes have taken place in our thinking about the methods we use to understand the universe and its essence. Therefore, in the literature on changes and their management (their number is increasing day by day), the main focus is on objective aspects (subjective aspects are usually ignored). It is estimated that most of the management problems that arise as a result of the changes are related to their speed. Perhaps this is the case, but it is important to keep in mind that we cannot effectively “answer” them without understanding the nature of these problems. We are not talking about understanding individual situations, but about a general understanding of them.

From the first years of independence of our country, the society in which we live and the country began to come under the influence of a new era. At this time, as we go through the process of transition from one era to another, our way of life and our worldview apply to both. As the ‘distance’ between these two periods lengthens, we fully ‘enter’ the new era.

New ways of conducting research during the new era and an understanding of the nature of the universe formed on this basis unite people. That is why the idea that we are observing the changes of the epoch is based on the recognition that deep, comprehensive changes are taking place, especially in the methods we use to understand the world and in our imagination.

**2. Systems.** A system is a whole made up of many elements that cannot be divided into independent parts. Based on this: a) the system loses its basic properties if it is physically or conceptually fragmented; and b) it is concluded that if the components are physically or conceptually separated from the integrity, the essential properties of the parts are lost. For these reasons, an analysis that begins with the disassembly of a system can only reveal its structure and how it works, leaving out the essential features of the system or the reasons why it works. To understand them, it is necessary to apply synthetic thinking: to understand the essence of the functions performed by the system as a component of a large system and as a major system for the components.

**3. Organizational theory.** Historically, according to the concept of a corporation, a higher education institution was associated with being conceived as a machine or an organism. It is only in recent years that a higher education institution has come to be understood as an organization. Organizations are goal-oriented systems, and by themselves they are part of a much larger goal-oriented system. A higher education institution is an organization whose main function in society is to create and disseminate new knowledge. Society imposes social responsibilities on the system of higher education, such as education, research and upbringing of the younger generation. Departments and staff of the university influence it and contribute to their personal development and provide them with appropriate working conditions.

Development is the increase of the desire and ability to satisfy the desires of the individual and others. Thus, the general and purposeful goal of a higher education institution is to develop the ability and desire to stimulate and facilitate the development of society or communities and their goal-oriented parts as an integral part of society. So development is a matter not only of what exists, but of what can be done with what exists. It is better represented by the quality of life than the standard of living. Quality of life is a question of aesthetics: it is a) satisfaction with activity regardless of the result and b) a sense of moving forward.

**4. The essence of planning.** Planning should not be an attempt to restore the past or prepare for a predictable future. The future of any organization depends more on what it is doing between today and tomorrow than at any point in its history. So, planning should consist of designing the desired (expected) future and finding ways to achieve it. The fundamental advantage that such (interactive) planning provides (of course, it is not unique) is obtained by participating in this process. Each participant in the planning process will have the opportunity to gain an in-depth understanding of how his or her behavior will affect the effectiveness of the integrity, and as a result (of course) he or she will strive to improve the quality of participation. In addition, participants in the planning process will be able to bring their ideals and stylistic values into the organization, thereby contributing to the improvement of the quality of their work activities. Hence, the planning process (as well as its outcomes) supports the development of the organization and its components.

All stakeholders should (as far as possible) be involved in the planning process. Planning should be based on the principle of continuity and provide for interaction and cooperation between all components of the organization. It consists of five stages: 1) formation of a set of problems; 2) goal setting; 3) selection of means to achieve the goal; 4) acquisition (production) and distribution of resources required for

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the application of the selected means; 5) design the implementation of these tools and establish control over its implementation and effectiveness.

**5. The planning process.** The set of problems that an organization needs to solve is the future of the organization in the context of the organization's actions and the fact that its external environment does not change dramatically. A set of problems is a system of problems and opportunities. Because they are a system, they are not just a simple sum of their parts, but a product of interconnectedness. So imagining and understanding them is done objectively. Forming a set of problems facing an organization requires a deep knowledge and understanding of how it can and does move, and which features of its private and external environment hinder the improvement of the organization's performance.

The formation of a set of problems is expressed in the form of a future scenario. The scenario extrapolates the past and present behavior of the organization and its external environment.

**6. Types of planning.** The goal of interactive planning is to achieve the ideal situation effectively. Such a situation implies the design of a system in which shareholders should be able to replace the existing system with it whenever possible. This project must be practical and have the ability to 'live' and ensure that the system has the ability to learn and adapt quickly and effectively. If a system can be improved and self-improved, then it is not approached in a utopian or ideal way; it is the most perfect system of ideal search that designers can imagine.

The idealized design process facilitates and encourages the participation of all stakeholders in planning, creates harmony and co-operation between participants, supports their creativity, and significantly expands their vision of a possible situation (future). Through this process, its participants learn that the main barrier between the desired future and the present is themselves.

**7-a. Ensuring elasticity.** Only if a higher education institution or any other organization has an appropriate level of resilience and the ability to learn and adapt quickly and effectively can it contribute to development and the development of others (the formation of cooperation). Most traditionally structured corporations suffer from a lack of elasticity because their structures require a hierarchical arrangement of the three main areas in which activities are distributed: operations (e.g., functions), results (e.g., products), and markets. Therefore, when the level of relative importance of the relevant criteria changes (usually) there is a need for reshaping and reorganization. Usually this process creates strong resistance. With the help of multidimensional structures that cover all levels of the organization, the need for structural change can be reduced and the aspiration for such change can be strengthened. Moreover, in such an organization, income centers

with a high degree of autonomy - when designing divisions, their viability is directly linked to efficiency. Also, such units are more resilient and prone to change than other units whose viability does not depend on efficiency.

**7-b. Systemic and individual resistance.** There is no organizational structure or function that is not resisted by employees (although they are prone to it). This tendency usually results from dissatisfaction with labor and inability to influence it (i.e., weakness). In autocratically governed organizations, such a situation is more likely to occur than in democratically governed ones. In a democratic system of government, members of an organization have a certain degree of control over: a) what they are doing, b) what is being done for them.

There seems to be a contradiction between the desire to ensure democratic participation in governance and the need for a hierarchical structure to coordinate and integrate the work being done into it. Such a conflict is resolved in a cyclical organization where each manager has a board that includes its immediate supervisor and subordinates. Such councils are: a) defining the policy within the framework of the policy set from above; b) coordination of activities at the level of direct subordination; c) be responsible for controlling managers to the extent subordinate to them. Such a structure allows employees to control their activities, and therefore their activities in a certain way. As a result, every employee has the opportunity to do something (take action) against the source (feeling) of dissatisfaction with work.

**8. Adaptation and control.** For an organization to learn and adapt quickly, its leaders must have similar characteristics. Management is part of the organization and assumes responsibility for overseeing its activities. To perform this function, management will need to identify and anticipate problems and appropriate opportunities make decisions about what to do, and implement such decisions, monitor the process, and, if necessary, change the work done to ensure efficiency. Information is needed to perform these types of activities, which means that a management information system is needed.

The management system project, which integrates these functions, covers three levels of control: a) control of the organization by management, b) control of managers and c) control of managers' overseers. These types of oversight should be designed in such a way that it ensures that the organization, its leaders, and supervisors learn effectively and efficiently and adapt quickly to change.

**9. Troubleshooting.** The differences that need to be addressed between the baseline scenario and the idealized project are the planning issues, which in turn require the formation and selection of tools. There are three approaches to these problems (or any other



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problems you want): they can be solved, solved, and remedied. The solution to the problem is to find a satisfactory tool that works well enough. Problem solving means finding the optimizing tool that works best among the possible ones. Troubleshooting is the process of rebuilding an appropriate system or its external environment in such a way that the problem is fixed and removed from the agenda. This tool is ideal. It is better to solve than to solve, to solve than to solve. Finding solutions to problems and solving problems requires more creativity than solving them. Unfortunately, creativity is a very rare commodity.

Creative expression of tools requires the identification of self-limiting aspects (which in many cases are not felt), their elimination, and analysis of the consequences. Such aspects severely limit the scope of a) the variables considered as relevant and b) the sense of control over the relevant variables. They also c) distort our perception of the amount of constraints imposed by the external environment and their rigidity, and d) lead to the exclusion of non-existent causal relationships and the neglect of existing ones.

Consciously striving to identify and eliminate self-limiting features allows for the identification and creation of tools that are better than those considered.

**10. Selection.** Once a number of alternative tools have been identified, a selection will be made. This requires evaluation. No matter how obvious the advantage of one tool over another, they should be evaluated (consistently) in a comparative manner. Scientific methodology, methods and techniques can help in this. They include experiments, mathematical models and algorithms, imitations and games. However, it is almost impossible to quantify all relevant variables when applying these procedures. Hence, the outcome of scientific procedures (in all cases) should be supplemented by subjective evaluation.

No matter what method is chosen, no matter how positive our opinion is about its advantages, its use must be constantly monitored, that is, its application must be systematically and consistently evaluated. This work is also done because the conditions at which these or those tools are being evaluated may change over time. There is also another reason: there is no better way to evaluate a tool than when it is used.

**11. Analysis.** Once the tools have been selected, the amount of resources required and the timing of their delivery need to be determined. These requirements are compared with the resources available in practice. Deficits should be covered or remedied by reviewing selected tools. Aspects of resource planning include: a) the goods, materials and services being procured; b) structures and equipment; c) Cash is calculated using a number of quantitative methods and instruments. But the results obtained with their help will not be of better quality than the

data used. The use of numbers does not guarantee accuracy: numbers can be quite vague.

In an organization with bureaucratic tendencies, the number of divisions is usually proportional to the number of its employees. While employment is an important social function of an organization, it can only be socially beneficial and meet individual needs when employment becomes a purposeful and effective process. Unreasonable use of human labor is the result of "bankruptcy of the mind".

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, we can note the following conclusions:

first, finding the right answers depends on asking the right questions. Based on this axiom, the basic concepts of strategic planning can be expressed as "asking questions correctly by clearly articulating concepts". In a systematic approach, the essence of concepts is determined not only on the basis of objective factors, but also takes into account that each concept can be interpreted differently according to the worldview and interests of those involved in the planning process;

secondly, due to the interdependence of all spheres of life in modern society, any object can be considered as an integral part of many systems (economic, political, state, territorial, social, environmental, international). Each of these "large" systems has a large number of components with which universities interact. Each of these components is part of another "high-level system" at the same time. Although each of these systems has its own purpose (they are usually of opposite nature), it becomes clear how important a clear interpretation of concepts is to analyze an organization's external environment;

third, one of the features that needs to be considered in the procedure for determining the role of organizational components is that the component has not only positive (ensuring the achievement of goals in front of the system) but also negative aspects that hinder work. Therefore, during the research and development of systems, it is necessary to select the most useful, purposeful from the many functions of the components. The interaction of the functions of the various components is extremely important. What distinguishes the harmonic system from the chaotic set of objects and processes is the compatibility of functions, the absence of contradictory nature. In this case, the functions themselves can be qualitatively different, which allows them to perform a wide range of actions (ie, to define the role of the system as a whole) by complementing each other. At the same time, in any real system, the functions of the components are not always compatible, and the contradictions between them often reduce the efficiency of the system. Therefore, the study of the function of the components should be carried out not in a separate order, but in a generalized, combined

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way, to determine the contradictions between them, the degree of compatibility. In this case, it is necessary

to avoid different interpretations of all the concepts used in activity planning.

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