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Improving Information Services in Higher Educational Institutions

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Abstract: *This article examines the issues of improving the system of information services in the process of educational management at pedagogical higher education institutions. The significance of information services in enhancing the quality of education, their role in optimizing management through the centralized storage of regulatory documents related to the educational process, as well as data on students, has been analyzed. Furthermore, the role of interactive technologies, electronic learning platforms, and modern management mechanisms in the effective organization of the educational process is scientifically substantiated. The study justifies the necessity of adapting advanced foreign experiences to the national education system and highlights the socio-pedagogical importance of information services in expanding the spiritual and professional potential of the pedagogical community.*

Keywords: *educational management, information service system, e-learning, interactive technologies, quality of education, pedagogical process, innovative management.*

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Introduction.

The development of information service systems in higher pedagogical educational institutions expands the opportunities for rational planning, effective provision, management, and monitoring of educational activities. The centralized storage of all normative and legal documents related to the educational process, along with the systematic placement of student-related data-such as their stage of study, course level, and the number of acquired academic hours-serves to ensure the rational organization of educational quality within the institution. This, in turn, creates a foundation for professors and lecturers to provide individualized guidance to each student and to guarantee high-quality education.

It is well known that the first educational information service was established in 1960 at the University of Illinois in the United States, initially functioning within an internal system and hosted on servers. Today, however, typical systems rely on web services, which provide 24-hour access to learning opportunities. One of the earliest forms of distance education was the PLATO system (Programmed Logic for Automated Teaching Operations), originally designed for University of Illinois students but later widely implemented in the global education system.

In the present era, one of the most widely used electronic systems in education is Moodle. In recent years, cloud technologies have also become increasingly prevalent in the educational sphere. These

technologies make it possible to store and process large volumes of data, as well as to optimize and manage educational processes in real time. As a result, teachers, tutors, online course instructors, business trainers, corporate training specialists, and HR experts are all able to utilize these technologies.

Among modern requirements for improving educational quality, particular importance is attached to the analysis and coordination of interactions among participants in the pedagogical process, competency-based diagnostics, the development of educators' personal and professional competencies, the formation and continuous improvement of quality management systems in education. From this perspective, modeling and implementing information service systems in higher pedagogical educational institutions are directly linked to society's primary objectives of nurturing a well-rounded individual.

The application of information services in managing the educational process broadens the possibilities for studying, analyzing, and assessing educational needs; effectively preparing students for future pedagogical activity; and adopting best practices into practical use. As a result, the effectiveness of educational processes increases, and the moral-intellectual potential of the pedagogical community expands. For this reason, the improvement of information services is regarded today as one of the most significant socio-pedagogical tasks.

Literature review and methodology.

The analysis of the literature [1] demonstrates that this process possesses specific national characteristics in different countries and varies depending on socio-economic conditions. Particularly noteworthy is the experience of economically developed countries, where the modeling of information services in the management of education quality is supported by the state and adapted to national traditions. Achievements in this area serve as an important source for improving the system of higher pedagogical education in our country. The effectiveness of information services in education management is directly linked to the use of modern technical tools—video recording, multimedia, high-speed internet, specialized software—as well as the involvement of qualified specialists. Reforms in the system of continuing education require a departure from traditional management methods and the formation of governance based on modern requirements and democratic principles. Education, as a complex social system, demands adaptation to new conditions and the development of a new paradigm of management. Consequently, scientific research on educational management must draw upon methodological approaches from the broader field of social governance. In the process of improving the management of the education system in our country, comparative analysis of international experience and its application in accordance with national traditions and values play a crucial role in enhancing the effectiveness of teaching and learning processes in higher pedagogical institutions and in identifying long-term development strategies. Furthermore, the system of information services ensures transparency in the educational process, continuous information exchange between various components of the system and the external environment, and has become an integral part of modern educational management.

The management of education service quality, its continuous improvement, and the protection of the interests of both citizens and the state require the standardization of educational services. Today, the main challenges faced by the education system are, to one degree or another, linked to the issue of educational quality [2].

The research process revealed differing perspectives regarding the relationships between educational quality and its determining factors (the fundamental nature of educational content, the fulfillment of identified needs, consistency between goals and outcomes, learners' independent activity, the creative engagement of participants in the educational process, comprehensive approaches to management, interdisciplinary integration, etc.).

In his doctoral dissertation *"Improving the management of educational quality in the professional development of public education employees"*, M.A. Yuldashev notes that the concept of "quality" is interpreted in various, and sometimes contradictory, ways in pedagogy: as features, properties, and characteristics distinguishing one object or phenomenon from another; as a certain attribute, value, or degree of suitability; as a moral-ethical category (quality - perfection); or as a purely economic concept [3]. He further argues that defining the category of "quality" highlights its role as "a priority direction of investment in domestic and international markets for the strengthening of the position of enterprises and organizations, including educational institutions," which has led to increasing global attention to the problems of ensuring quality. Indeed, educational quality is determined by the effectiveness of education, its relevance to the interests of the state, society, and the individual, and its social significance.

The analysis of definitions of "educational quality" in the literature shows that the concept is interpreted both broadly and narrowly. It is noted that "educational quality should not be understood merely as the alignment of students' acquired knowledge, skills, and competencies with state educational standards, but also as the ability of each teacher and administrator to provide quality educational services in this direction, i.e., the successful functioning of the educational institution" [4].

According to M.A. Yuldashev: "Educational quality is measured not only by the degree to which learners have acquired academic knowledge, but also by the extent to which competencies across different spheres of life have been developed, the preparedness for lifelong learning, and the sustainability of motivations such as personal and professional growth"

Summarizing these perspectives, educational quality may be defined as a socially significant pedagogical phenomenon—a process and a social system that ensures effectiveness of education and is organized in accordance with diverse needs and the interests of the state, society, and the individual.

According to M. Vahobov, "Modeling is widely used in various fields of human activity, particularly in making effective decisions based on obtained data, as well as in design and management. The purpose of modeling is to obtain, utilize, represent, and process information about objects interacting with the external environment. In this sense, the model serves as a tool for studying the state, properties, and regularities of the object" [5].

When discussing educational models, it should be noted that since the early XX th century, Europe and America have developed educational models that differ from one another in various respects, depending on whether they were established in developed or developing countries. More recently, the Asian education model, which has achieved significant results, has also become a subject of widespread discussion.

Discussion. In contemporary educational management science, it is impossible to imagine solving didactic problems without a methodological approach based on systems thinking. If we regard the educational institution and the educational process as an interconnected and holistic system, then the modeling of information service systems in higher education institutions must also possess a systemic character in enhancing the quality of the educational process[6]. The introduction of such an approach serves to prevent random and unforeseen circumstances in the modeling process. Here, the factor of innovative management is considered one of the priority tasks of the modern education system. One of the key directions of the profound reforms in the higher education system of our country is the rational management of educational quality, which requires extensive use of information and communication services, the introduction of innovative forms, tools, and methods into this process, and the development of consulting systems involving highly qualified specialists with specialized training. Consequently, the improvement of the information service system in

educational management holds significant importance for the system of higher pedagogical education[7].

Improving the information service system in the educational management of higher education institutions encompasses a series of stages, such as goal-setting, analysis, forecasting, planning, organizing implementation, monitoring, regulation, and correction. In clarifying the relationship between the functions of the information service and the activities of management bodies, primary attention is given to addressing issues connected with the objects of management. These issues define the substance of management activities and constitute its functions. Each management function encompasses all stages of the management cycle. As an integration of specific management functions, information service manifests itself through the institutional organization of the activities of leaders and professional staff [8].

In achieving the ultimate goals of the wide-ranging reforms being carried out in our country, the education sector plays a crucial role. Within this framework, the effectiveness of general secondary education—an integral component of the education system—sets the task of enhancing the efficiency of educational institutions based on innovative requirements. To achieve this, higher education institutions must fully utilize the potential of information services in the modern organization of the teaching and learning process. Through the outcomes of educational activities, the development of a well-rounded individual is pursued, fostering an independent thinker, creative researcher, strong-willed, hardworking, ideologically committed, morally upright, conscientious, and competitive person within market conditions. At this stage, improving strategies for using information services is of particular importance for raising educational quality.

The strength and power of any country are determined by its intellectual potential, which is directly linked to the quality of education[9] .

The problem of educational quality is one of the central issues of modern educational policy and pedagogical science. In today's rapidly changing and contradictory world, it is closely tied to addressing complex tasks such as the development of the individual, preparing them for highly professional work as a person of lofty moral values and aspirations.

Conclusion. Modeling information services in improving the quality of the educational process is of great importance today, since in the XXI st century the development of students' learning and cognitive activities through information and communication technologies has become a vital necessity. The concepts of integrating into the education systems of developed countries, continuing its content on the basis of national independence ideas and national interests, democratization, renewal, modernization and liberalization, as well as equipping the educational process with information and communication systems and enriching it with innovative pedagogical technologies, have found their practical expression today.

As a result of fundamental reforms in the education system, based on the successful implementation of the tasks defined in the Law of the Republic of Uzbekistan "On Education" , a holistic infrastructure of continuous education has been created that covers all stages of the educational process and fully meets the requirements of modern innovations. This system serves the radical reform of the educational sphere and the comprehensive development of education as a single educational-scientific-production complex.

To ensure the development of our country, as in all other fields, it has become an urgent requirement to widely introduce information-communication and technological innovations into the education system, including in pedagogical higher education institutions. Improving information services in the management of education at pedagogical higher education institutions is one of the key factors in enhancing the quality and efficiency of the educational process. The information

services system optimizes management by consolidating regulatory-legal documents related to the educational process and student activity data on a single platform, thereby ensuring effective information exchange between educational subjects. Therefore, improving the system of information services is manifested as a priority condition for increasing the quality of continuous education, expanding the spiritual and educational potential of the pedagogical community, and shaping a well-rounded individual in accordance with the needs of society.

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