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COMPARATIVE ANALYSIS OF TRADITIONAL AND DISTANCE METHODS OF EDUCATIONAL PROCESS MANAGEMENT IN UNIVERSITIES

Abstract: In the article the author compares traditional and remote forms of managing the educational process in universities. They consider the advantages and disadvantages of each approach, and examine their impact on managerial and pedagogical processes in higher education. The author also identifies current issues with the distance learning format, using the example of Uzbekistan, where electronic platforms have become more common in recent years. However, the introduction of standardization has limited the autonomy of universities, significantly affecting the efficiency of resources used in the educational process organization. To address these issues, the author suggests a hybrid model for managing the educational process at universities.

Key words: educational process management, traditional form, distance form, hybrid form, university, electronic platform.

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Introduction

In the modern era, higher education is undergoing a significant transformation, driven by the emergence of new technologies and the full-scale digitization of the educational process. This transformation is not only associated with the use of new technologies but also with changes in how education is managed. One of the most significant changes is the growing demand for distance learning, which has become a strategic priority for higher education institutions. This trend is supported by modern researchers who argue that distance learning is essential to reach a broader segment of the population [1, 136].

Analysis and results

Today, there are both traditional and remote forms of education, each with its own set of challenges. The technical support for these forms of learning is crucial to ensure a smooth and efficient educational experience. K.Tanasenko notes that modern higher education institutions are complex

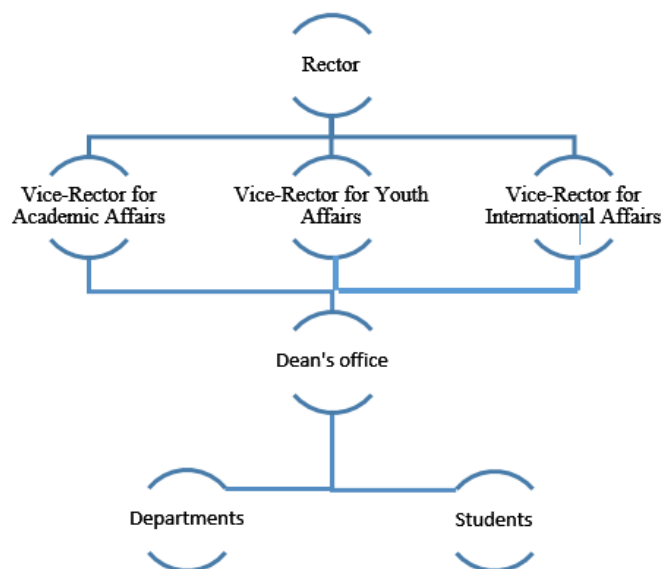
technical and organizational systems that require a prompt response to the processes occurring within them. Managing these systems without automation has become increasingly ineffective [2, 54]. Indeed, the traditional form of managing the educational process in universities is gradually losing its significance. However, it is important to understand its main features. This form is based on a strict hierarchy and structure, as well as a specific, systematic approach to implementing educational activities [3, 41]. Different administrative and academic bodies work closely together, including the rectorate, deaneries, departments, and teaching staff. Under this classical model, management of the educational process has a vertical structure, with the university leadership represented by the rector making strategic decisions that are implemented by deans and department heads, who are the main decision-makers in organizing the current educational process. The key feature of this model is vertical hierarchy and centralization.. But besides that, the daily learning process itself is based on planning and monitoring the

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performance of various tasks. We have not noted the vertical nature of the hierarchy for nothing, as communication is carried out in this order. In the traditional form, the educational process is strictly regulated. There are specific deadlines and rules, and training sessions are standardized (lectures, seminars,

laboratory work, etc.). The lack of student-centricity is an important characteristic of both the pedagogical and managerial processes. Established regulations and rules limit feedback to formal learning processes. Schematically, the traditional management of the educational process at a university looks like this.

Figure 1. The traditional form of educational process management



However, there are several disadvantages that are notably manifested in modern times:

1. Lack of flexibility and adaptability, which leads to slow updating and non-compliance with current market trends in education, labor, and scientific research.
2. Bureaucracy and administrative burden, which manifests itself in overloading all parts of the system with formal processes, depriving them of autonomy, efficiency, and hindering interaction between different units.
3. Excessive centralization, leading to a lack of creativity and initiative in everyday tasks.
4. Lack of feedback, preventing timely correction of problems and solving systemic issues.
5. Inefficient use of resources and inadequate optimization of management processes, increasing the costs of educational organizations.

Considering that the field of education is constantly evolving and digitalization is covering more and more areas, there are full-scale changes taking place that are aimed at optimizing educational processes and solving the problems associated with traditional forms of university education management. This is particularly important in today's market, where universities need to be competitive and optimize their resources in order to remain relevant. With the help of modern information and digital technologies, universities can use modern tools such as the Electronic Dean's Office on the Moodle platform to

save costs and improve the efficiency of their educational processes. Researchers A.Feshchenko and K.Tanasenko draw attention to the importance of this system, which allows for the integration of various systems, optimization of management processes, and increased efficiency. This not only helps universities to meet their goals but also encourages further development of online learning [4, 120]. Systems such as Moodle and LAMS represent a remote form of managing the educational process at universities. In this model, the educational process is managed through ICT, with interaction between structures and units taking place remotely, eliminating the need for physical presence or direct contact. This form creates conditions for the digitalization of several processes and significant resource savings, which eliminates the problem of excessive bureaucracy and formalization in educational and management processes. The remote form is also flexible and adaptive, allowing for real-time access to management information, so that information can be accessed at any time. Communication takes place online, allowing for fast and efficient feedback. The learning structure is modular, making it possible to optimize learning processes. Assessment and control can be performed without direct contact, which is essential for compliance monitoring. In today's world, it is crucial that the remote form of university education management meets the demands of inclusivity and interactivity. This form of education should involve

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all categories of students, teachers, and staff. Here are some advantages of this approach compared to traditional methods:

1. Accessibility and interactivity.
2. Flexibility and adaptability
3. Resource savings.
4. Effective feedback system.

However, it must also be noted that there are technical and organizational challenges, and the latter require high levels of self-organization, which can lead to the issue of the human element. Nevertheless, remote management of the educational process in universities offers greater opportunities than traditional methods. And this scheme is integrated with digitalization, with a specific platform acting as its central hub. And here we can give an example of how optimizing the schedule of classes can be done. In its traditional form, this process is quite complex and time-consuming. However, the use of remote learning allows us to optimize it in the following ways:

$$\min C = \sum_{i,j} c_{ij} \cdot x_{ij}$$

where c_{ij} is the load for course i on day j , and x_{ij} is a binary variable that is equal to 1 if course i takes place on day j , and 0 otherwise.

This formula is aimed at minimizing time and other costs and is applicable in the framework of linear or integer programming. However, the technical problem is created by the fact that a number of systems cannot apply this formula directly, but, for example, by using various external tools.

Modern researchers note that the use of electronic educational platforms can help students develop their autonomy [5], but it can also help the management process become more autonomous in education. However, in current realities, this autonomy can still be limited, as there are various competing electronic or remote platforms [6, 168]. State regulations once again emphasize the problem of centralization, as seen in Uzbekistan, where the use of a platform like HEMIS has become mandatory and limits management autonomy. Uzbek researchers highlight the potential of this platform, including its mobile app, and its ability to integrate with electronic libraries [7, 76]. However, this platform also

integrates with public service platforms.. However, such integration is limited for platforms like Moodle and others, which in itself creates significant management challenges that lead the university to focus on a single system as the standard [8, 444]. And today, this creates a number of issues:

1. Low level of integration with other systems, particularly local systems.
2. Lack of data standardization.
3. Lack of flexibility, which is evident in the evaluation process.

However, the main issue remains that the HEMIS system is difficult for ordinary users to comprehend, while Moodle is intuitive and easy for an untrained user. It is clear that as we compare different electronic platforms, significant challenges are already emerging.

Conclusion

Based on the analysis, we can observe the differences between traditional and remote forms of managing the educational process in universities. However, the latter has some emerging problems that require attention. To address these challenges, it is essential to adopt a hybrid approach to educational management. This approach integrates elements from both traditional methods and remote techniques, relying on information and communication technologies (ICT) and digital tools. The hybrid form of management has the potential to significantly increase the flexibility, accessibility, and openness of educational systems. This approach allows for the integration of different systems and the implementation of quality control measures by authorized bodies, ensuring the effectiveness of education. Modern researches notes that modern education already incorporates elements of hybrid learning, characterized by the increased use of digital educational tools and resources to facilitate interaction between participants in the learning process [9, 104]. By covering a wide range of data, this approach can ensure the effectiveness of educational outcomes. Applying this approach to management processes in education can lead to greater efficiency and effectiveness, making it an important consideration for educational institutions looking to improve their operations [10, 35]. At the same time, the hybrid form also has its advantages and disadvantages, which look like this:

Table 1. Advantages and disadvantages of the hybrid form of educational process management at the university

Advantages	Disadvantages
Flexibility	Dependence on technology
Access to various resources	The need to train teachers and students
Personalization	High self-discipline
Saving resources and time	High technical support
Scalability and automation	Difficulties in high-quality interaction

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Despite the above-mentioned disadvantages, the hybrid format still has significant benefits. The fact that it combines traditional and remote forms of

educational process management may solve the issue of interaction with government agencies.

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