

# Institutions of Higher Military Education Professor-Teachers Work Rating Assessment and Incentive Methodology

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**Abstract:** In the article, the effectiveness of the activity of the higher education institution is directly related to the professional skills of its staff, motivating them by developing a transparent mechanism for properly motivating the work of professors and teachers, as well as the objective necessity and importance of digitizing the processes of rating, monitoring, and promotion of work, taking into account the specific characteristics of the activities of professors and teachers working in them, are widely covered. Also, approaches to KPI in the higher education system of a number of foreign countries such as the USA, Great Britain, France, Denmark, Finland, and Norway were analyzed.

In this regard, on the example of the Customs Institute, suggestions and recommendations have been developed for the creation of automated transparent mechanisms for rating, monitoring and encouraging the work of professors and teachers in improving the quality of education.

**Keywords:** Education, education system, quality of education, modern technologies, rating evaluation, evaluation criteria, efficiency indicators, educational load, educational and methodological work, scientific research work, spiritual and educational work, qualification requirements, motivation, motivation, assistant, teacher, senior teacher, associate professor, professor, head of the department.

## 1. INTRODUCTION

Today, improving the quality of education requires the introduction of new modern technologies and increasing competitiveness in all areas of educational activities, as well as conducting digitization policy in this field.

The main goal of the fundamental reforms being carried out in our country is to turn the Republic of Uzbekistan into a developed country and raise its position in the world community to higher levels. In this regard, personnel training policy is important. For this reason, there is an increasing objective need for personnel who can deeply master theoretical knowledge and apply it in practice, who can understand the scope of innovative opportunities in a certain professional field. For this, it is necessary to form a high-quality higher education system in the society, to provide the labor market with highly qualified personnel in accordance with the modern needs, and to apply advanced innovative technologies to the educational processes.

Currently, it is difficult to imagine the reforms being carried out in the higher education system in our country without information technologies, as well as digitization and automation processes of education. Therefore, today, on the basis of the study of advanced foreign experiences, it is necessary to fulfill the tasks ahead of us regarding the digitalization of educational processes in our country, to form the relationship between the teacher and the learner on the basis of information technologies, and on this basis to improve the quality of education. To do this, it is necessary to prepare personnel who are well versed in the field of education in the society, who can apply information and communication technologies in the field, to further develop the development of software products in the field of information technologies, including in the field of education, and we need to create favorable conditions for professors and teachers.

At the same time, one of the most important factors for improving the quality of education in the society is to appreciate the work of the teacher and to implement his timely promotion. For this reason, especially in the higher education system, it is important to evaluate the effectiveness of professors and teachers and encourage them in a timely manner according to their work.

## 2. LITERATURE REVIEW

Until now, a number of scientists and practicing specialists have conducted scientific and theoretical researches related to the evaluation of the effectiveness of professors and teachers. In particular, based on the characteristics

of higher education institutions, the theoretical-methodical basis of evaluating the effectiveness of professors and teachers has been one of the main directions of scientific research conducted in the world's leading scientific centers and research institutes. Among the foreign scientists in this field are Nekhvyadovich E.A., Kosinova E.P., Parfenov Yu.A., Kirsanova A.B., Korotenkova R.G., Gibova I.M.[8], Ostapenko A.A.[ 9], Gurov V.N., Rezvanova I.Yu.[10], Pavlova J.G.[11], O. Saginova, O.A. Grishina, I.I. Skorobogatyukh, N. Zavyalova[12], Ryabova T.M.[13], Isaeva T.E., Churikov M.P., Kotlyarenko Yu.Yu.[14], E.P. Kosinova[15], studied and covered in scientific research.

In our republic, we can see that many scientists, researchers and specialists have thoroughly studied the international experiences of evaluating the work of professors and teachers based on their main performance indicators.

Also, A.D. Askarov [16], V. Khan [17], Yu. Sulaymonova [18], T. Nizomov [19] and others have in-depth study of the theoretical and methodological aspects of determining the rating of higher education institutions and ensuring their financial independence. research is being conducted. Based on the evaluation of the effectiveness of the pedagogic staff of higher education institutions, the authors have a unique approach to the issues related to the creation of mechanisms to further stimulate their work. For example, B. Otaniyozov proposed to evaluate the educational and research activities of the militarized higher education institutions by evaluating the effectiveness of the educational and research activities of the professors working in them. That is, he developed "Criteria for evaluating the effectiveness of educational and research activities of the Customs Institute of the State Customs Committee" and these criteria were "Educational and educational criteria of the Customs Institute of the State Customs Committee and the Regulation on the evaluation of the efficiency of scientific and research activities" [21] was put into practice starting from the 2019-2020 academic year.

In this regard, more than 50 benchmark indicators have been developed in the areas of educational and methodological work, scientific research work, organizational and spiritual-educational work, which evaluate the effectiveness of the teaching and research activities of the professors working in the military higher education institution. Based on this, as a result of the evaluation of the effectiveness of the professors-teachers in the educational institution, they made conclusions on the promotion of their work and put forward their proposals for the introduction of this system to other similar higher education institutions in the Republic.

### **3. RESEARCH METHODOLOGY**

A number of research methodologies and methods were used in the preparation of the scientific article. In particular, methods such as scientific abstraction, expert evaluation, induction and deduction, systematic analysis, grouping, and comparative analysis are widely used.

### **4. ANALYSIS AND RESULTS**

In our country today, the quality of education has become the main strategy of higher education, and therefore this issue is considered as the main component of competitive advantage in the field, and almost all higher education institutions pay special attention to it. Especially in the period of practical actions in the process of reforming the educational system, the quality of higher education is the reason for wider discussions on the background of the connection and importance of the real economy of the country. The development strategy of New Uzbekistan for 2022-2026, which is an integral continuation of the action strategy and includes 100 goals within the framework of 7 priority directions of the republic's development in the next five years, defines the urgent tasks in terms of conducting a fair social policy and improving the quality of education in the direction of human capital development [ 4].

Regardless of what a modern higher education institution is, its qualitative status is manifested as a result of its conditions, transparency and consistency of educational and organizational activities, the level of trained personnel, scientific-research, spiritual-educational, innovative activities. The success of such activities directly depends on the professional skills, knowledge and outlook of the professors and teachers and employees of the educational institution.

At the same time, one of the factors determining the quality level of a higher education institution is the indicator of the effectiveness of each professor working in it.

Higher education staff worldwide and Among the existing traditional, organizational and administrative measures, approaches based on innovative technologies in solving the problem of managing the professional development of professors and teachers, the most effective is the system of "assessment of the performance of professors and teachers". This system is based on the most important performance indicators (hereinafter referred to as KPI- Key Performance Indicator) of professor-teacher activities.

The KPI system is an element of strategic development of the higher education institution and the most important tool aimed at ensuring the quality of education.

The quality of the activity and its by pre-planning and summarizing the results of the activity through the KPI system it is intended to clarify the relationship between support and encouragement. In this case, the quality of the activity and it the relationship between support has a characteristic that is sharply different from other professions, this difference is distinguished by the fact that the results of the work of professors and teachers are not fully manifested during direct professional activity.

It should be noted that today there are some problems and shortcomings in the proper promotion of the service activities of the employees and professors of higher military educational institutions.

Therefore, the main goal of the KPI system is to evaluate and rank the professors and teachers by searching for the factors affecting their performance and to motivate their work. In the system of higher education of developed countries abroad, various ways of evaluating the effectiveness of personnel activities are used to encourage the work of professors [20]. For example, in the USA, although the incentive system is not standardized, in the personnel management of universities, the performance of professors and teachers is evaluated annually based on a set of internal regulatory documents, such as the institution's charter, manuals on labor contracts, and guidelines. Strict procedures and rules allow solving a number of tasks related to effective management of employees, including changing positions (increasing or decreasing), increasing wages, giving various benefits, compensation, etc.

Evaluating a teacher's or employee's compliance with established procedures is carried out using evaluation criteria in areas such as teaching, research, and support activities at US universities, and the teacher will be informed in advance. As indicators of assessment, attention is paid to good presentation style, communication skills, good knowledge of the subject and the subject, and the ability to clearly convey the learning content to the student, the ability to connect theory with practice, the use of technical tools, and being aware of modern trends in their field. Also, the contribution of the teacher to the solution of the tasks facing the university, participation in the organization of public and student life is also taken into account.

In British universities, the effectiveness of a teacher's activity is determined according to his academic level, pedagogical potential, the number of scientific publications, efforts aimed at improving the quality of work, work on himself and the prospects of scientific activity. In this regard, appropriate evaluation criteria have been developed for the listed areas, and the evaluation is carried out annually or once every three years by the internal commission of the university based on the subjective opinion of the management of the educational institution and an interview with professors, teachers and employees.

In this process, relevant documents related to personnel performance evaluation are filled out, on the basis of which external expertise conclusions are used. This experience in personnel management, that is, internal and external evaluation, is also used in countries such as France, Denmark, Finland, and Norway. For example, in French universities, the conclusions of external expertise are prepared by the national higher education management body, which is directly subordinate to the President of the country.

In the universities of Western Europe, America and Scandinavian countries, the criteria for evaluating the performance of staff and professors are not the same. They can vary greatly even within one country, one university.

In the experience of Spain in this area, the number of publications, the teacher's educational load and the number of subjects taught, the weight of classroom training, within the scope of subjects taught, in the promotion of professors - teachers according to their work educational and methodological works are considered important.

In German universities, the system of evaluating and motivating the performance of professors is significantly different from the above-mentioned approaches. The fact is that the evaluation of the effectiveness of the activity is carried out only by local or regional educational authorities. University internal commissions are not involved in this process.

Performance evaluation is carried out at all stages of the teacher's promotion over the years. In this case, the assessment criteria are determined by the specific characteristics, problems and working conditions of the region. A standard assessment of performance is carried out every six years. If the evaluation is related to the revision of the salary, then it is possible to conduct it every two years.

As can be seen from the above international experiences, in our opinion, the KPI system depends not on the same standards, but on the characteristics of educational institutions, universities, regions, countries, the strategic development program of the higher education institution and its content. For this reason, it is considered effective for each higher education institution to develop criteria for evaluating the performance of professors and teachers based on the rating of internationally recognized organizations, as well as promising indicators aimed at occupying high places in the national rating system, and to implement a mechanism for stimulating their work.

In order to encourage the work of a professor-teacher, it is necessary to evaluate his work. For this, we will definitely need to create a system for rating the effectiveness of professor-teacher activity. We can observe that a system of 100 or 110 points has been developed based on different approaches to rate the effectiveness of professors and teachers in higher educational institutions of our republic. In this case, the criteria for evaluating the effectiveness of professors and teachers at the higher education institution are developed, and relative weight coefficients are given to each criterion depending on its weight in the evaluation. The sum of the weighting coefficients of the criteria used in the assessment is 100 points or 110 points. As a result, the rating points collected by each professor during the reporting period are evaluated against the maximum possible points: 100 points or 110 points. This method has its own disadvantages, in that as the number of evaluation criteria increases, the relative weight coefficients of each criterion indicator are small numbers compared to 100 points or 110 points. For example, when the number of evaluation criteria is 80 or more, the quantitative difference in many criteria decreases. Rounding of numbers increases in calculation results. Therefore, it would be appropriate to develop a new transparent method of rating the performance of professors and teachers.

Regardless of the type of institution of higher education its quality level and personnel working in it depends on the potential of professors and teachers and their results. If we take into account that the main indicator in higher education is the quality of education, then we can see that the solution to this problem is to motivate professors and teachers by properly encouraging the results they have achieved, and to introduce an optimal system of professional development of personnel in competitive conditions. One of the militarized higher education institutions in our republic is the Customs Institute of the State Customs Committee. In this educational institution, together with the training of highly qualified personnel for the customs system, the activities of retraining and upgrading of the personnel in the system are carried out.

Decree No. 122 of the President of the Republic of Uzbekistan dated April 27, 2022 "On additional measures to further improve the customs administration" was adopted[5]. One of the relevant clauses of Annex 4 of this decree is "introduction of the incentive system for customs officials by evaluating their performance based on rating (KPI)". If we take into account that the Customs Institute is a relevant structural branch of the State Customs Committee, then the introduction of the system of rating the activities of professors and teachers at the Institute and encouraging their service will lead to the fulfillment of this task, as well as an increase in the quality of education, and an increase in the effectiveness of the work of professors and teachers.

Taking into account the specific aspects of the service activities of professors-teachers in military higher education, it is necessary to carry out rating evaluation of their activity based on specific criteria indicators and timely implementation of incentives.

This requires a clear definition of the processes and actions included in the quality management system of professional activity, their description and implementation. These requirements are strictly observed in the development of the structural technology for rating the performance of professors and teachers in a military higher educational institution. Assessment of the effectiveness of professors and teachers of higher military and paramilitary educational institutions based on their educational, methodological, scientific-research, organizational and moral-educational work and are carried out on the basis of qualification requirements, performance discipline, and service discipline.

In the educational institution, professors and teachers evaluate the effectiveness of the criteria developed, and depending on the weight of each criterion in the evaluation of the activity, relative weight coefficients are given by experts. The sum of the relative weighting coefficients of the criteria used in the evaluation does not have to be 100 points or 110 points. As a result, each professor-teacher is evaluated in the groups of the rating points and positions held by them during the reporting period.

In this case, the largest overall rating indicator determined by the positions held by professors and teachers in the educational institution (assistant, teacher, senior teacher, associate professor, professor, department head) during the reporting period is considered 100 percent, and the rating results of all other employees in this position are calculated in percentages in relation to this result. . Based on the percentages of the rating results, the performance of each professor-teacher is evaluated and incentives (financial and other) are implemented.

The process of evaluating and monitoring the effectiveness of the educational institution's activity is determined by the average amount of the percentage results of the effectiveness of the total number of professors and teachers who are actually serving in the existing staff units in the departments and faculties. Evaluating and motivating the work of professors and teachers requires a large amount of statistical operations. Therefore, it would be appropriate to create an "automated information system for evaluating and motivating the effectiveness of professors-teachers" that includes all the processes listed above.

In this automated information system, a "personal page" is created for each professor and relevant information is entered. The system evaluates the activity of the professor-teacher based on the following steps and determines his motivation coefficient.

**Step 1:** All professors and teachers in the educational institution enter their information on the rating indicators into the system.

**Step 2:** The results of the rating for the positions of assistant, teacher, senior teacher, associate professor, professor, head of the department according to the criteria are as follows:

$$S_{\text{assistant}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

$$S_{\text{teacher}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

$$S_{\text{senior teacher}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

$$S_{\text{associate professor}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

$$S_{\text{professor}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

$$S_{\text{head of the department}} = \sum_{i=1}^n K_i, \text{ where } K_i - i \text{ the result of the indicator;}$$

is determined by appearance. As a result, it will be possible to determine the rating results in the section of positions at the level of OHTM after determining the rating results for the positions of professors and teachers in each department and faculty.

**Step 3:** The largest relative to the rating results for each position in the OHTM determined in step 2  $maxS_{\text{assistant}}$ ;  $maxS_{\text{teacher}}$ ;  $maxS_{\text{head teacher}}$ ;  $maxS_{\text{associate professor}}$ ;  $maxS_{\text{professor}}$ ;  $maxS_{\text{head of the department}}$ ;  $maxS_{\text{head of the faculty}}$  the relative weight coefficients consisting of values are determined.

**Step 4:** Each position identified in step 3  $maxS_{\text{assistant}}$ ;  $maxS_{\text{teacher}}$ ;  $maxS_{\text{head teacher}}$ ;  $maxS_{\text{associate professor}}$ ;  $maxS_{\text{professor}}$ ;  $maxS_{\text{head of department}}$  the percentages of the rating results of the remaining employees in the corresponding positions in relation to the comparative weighting factor are determined using the following formulas:

$P_{\text{assistant}} = \frac{S_{\text{assistant}}}{maxS_{\text{assistant}}} \cdot 100\%$ , in this case  $S_{\text{assistant}}$  – the result of the assistant's rating determined in the second step;

$P_{\text{teacher}} = \frac{S_{\text{teacher}}}{maxS_{\text{teacher}}} \cdot 100\%$ , in this case  $S_{\text{teacher}}$  – the result of the rating determined in the 2nd step of the assistant;

$P_{\text{head teacher}} = \frac{S_{\text{head.teacher}}}{maxS_{\text{head.teacher}}} \cdot 100\%$ , where  $S_{\text{head.teacher}}$  – the rating result determined in step 2 of the senior instructor;

$P_{\text{associate professor}} = \frac{S_{\text{associate professor}}}{maxS_{\text{associate professor}}} \cdot 100\%$ , where  $S_{\text{associate professor}}$  – the result of the rating of the associate professor determined in the 2nd stage;

$P_{\text{professor}} = \frac{S_{\text{professor}}}{maxS_{\text{professor}}} \cdot 100\%$ , where  $S_{\text{professor}}$  – the result of the professor's rating determined in the 2nd step;

$P_{\text{head.of.department}} = \frac{S_{\text{head.of.department}}}{maxS_{\text{head.of.department}}} \cdot 100\%$ , where  $S_{\text{head.of.department}}$  – the result of the rating of the head of the department determined in the 2nd stage.

**Step 5:** In relation to the percentage result of the performance of each professor-teacher determined in the 4th stage, his incentive (material and other) is carried out.

*Algorithms for financial incentives for professors:*

$S_{\text{promotion.assistant}} = \frac{S_{\text{reward.money}} \cdot P_{\text{assistant}}}{100\%}$ , here  $S_{\text{reward money}}$  – fixed reward money,  $P_{\text{assistant}}$  the percentage indicator of the rating result of the assistant determined in step 4;

$S_{\text{promotion.teacher}} = \frac{S_{\text{reward.money}} \cdot P_{\text{teacher}}}{100\%}$ , here  $S_{\text{reward money}}$  – fixed reward money,  $P_{\text{teacher}}$  – percentage indicator of the teacher's rating result determined in step 4;

$S_{\text{promotion.head.teacher}} = \frac{S_{\text{reward money}} \cdot P_{\text{head.teacher}}}{100\%}$ , here  $S_{\text{reward money}}$  – fixed reward money,  $P_{\text{head.teacher}}$  – the percentage of the senior teacher's rating result determined in step 4;

$S_{promotion.associate.professor} = \frac{S_{reward.money} \cdot P_{associate.professor}}{100\%}$ , here  $S_{reward.money}$  – fixed reward money,  $P_{associate.professor}$  - the percentage indicator of the rating result determined in the 4th step of the associate professor;

$S_{promotion.professor} = \frac{S_{reward.money} \cdot P_{professor}}{100\%}$ , here  $S_{reward.money}$  – fixed reward money,  $P_{professor}$  - percentage indicator of the professor's rating result determined in step 4;

$S_{promotion.head.of.department} = \frac{S_{reward.money} \cdot P_{head.of.department}}{100\%}$ , here  $S_{reward.money}$  – fixed prize money,  $P_{(head.of.the.department)}$  - the percentage of the rating result of the head of the department determined in the 4th step.

**For example**, in an educational institution, every teacher is encouraged with a cash prize of 2,500,000 soums on the occasion of the holiday, let's say that the percentage of the teacher's rating result determined in the 4th step above is  $P_{teacher} = 83\%$ ,

$$S_{promotion.teacher} = \frac{S_{reward.money} \cdot P_{teacher}}{100\%} = \frac{2500000 \cdot 83\%}{100\%} = 2075000 \text{ soums}$$

will be promoted.

**Step 6:** Algorithm for analytical evaluation of the effectiveness of the professor-teacher

$$B_{prof.teacher} = \begin{cases} \text{if } P_{prof.teacher} < 55,5, & \text{unsatisfied} \\ \text{if } 55,5 \leq P_{prof.teacher} < 70,5, & \text{satisfied} \\ \text{arap } 70,5 \leq P_{prof.teacher} < 85,5, & \text{good} \\ \text{arap } 85,5 \leq P_{prof.teacher} \leq 100, & \text{excellent} \end{cases}$$

in this  $P_{prof.teacher}$  — the percentage of the rating result determined in the 4th stage of assistant professor, teacher, senior teacher, associate professor, professor, head of department by position.

**For instance**, if the percentage indicator of the rating result of the senior teacher in the reporting period in the educational institution is 73%, his performance is rated as "good".

**Step 7.** Based on the results of the above 6 stages, a database (Table 1) will be created for all professors and teachers at OHTM, depending on the type of position they hold. Evaluation and promotion of the performance of each professor-teacher, head of the department is carried out based on the information in this table.

Table-1: The results of the effectiveness of professors-teachers <sup>1</sup>

Position	Fullname (employees' fullnames are placed in descending order of their rating results)	Rating result (score)	Rating result (percentage)	Assessment (unsatisfied, satisfied, good, excellent)	Promotion rate (percentage)
Assistant	1. employee-assistant	345	100 %	Excellent	100 %
	2. employee-assistant	269	78 %	Good	78 %
	3. employee-assistant	255	74 %	Good	74 %
	...				
Teacher	1. employee-teacher	.	.	.	.
	2. employee-teacher	.	.	.	.
	3. employee-teacher	.	.	.	.
	...				
Head teacher	1.employee-head.teacher	278	100%	Excellent	100%
	2.employee-head.teacher	230	83%	Good	83%
	3.employee-head.teacher.	189	68%	Unsatisfied	68%
Associate professor,	1. employee-ass.prof	300	100%	Аъло	100%
	2. employee-ass.prof	264	88%	Аъло	88%
	3. employee-ass.prof	219	73%	Яхши	73%
	...				

<sup>1</sup> Authors' development based on research results.

Professor	1. employee-professor	.	.	.	.
	2. employee-professor	.	.	.	.
	3. employee-professor	.	.	.	.
	...				
Head of department	1.emp-head.department	420	100%	Excellent	100%
	2.emp-head.department	361	86%	Excellent	86%
	3.emp-head.department	336	80%	Good	80%
	...				

**Note:** the results in the table are provided as an example for explanation.

Through this system, the activities of professors and teachers in higher military and paramilitary educational institutions are studied based on the established rating indicators, the level of performance of the duties assigned to them, the performance discipline is analyzed according to the established reporting periods, the organization of work is evaluated based on the established indicators, the information in this direction it will be possible to automate the processes of collection, storage and monitoring in real time, as well as incentives for their work.

From the above, it can be said that the problem of evaluating the effectiveness of professors and teachers of military higher education institutions not only has a positive effect on the quality of education, but also directly depends on the results of teaching-methodical, scientific-research, organizational-educational and spiritual-educational work of professors-teachers. For this purpose, it is desirable to create specific criteria and to develop algorithms for calculating teacher's rating points based on them.

The comparative analysis of the world experience in the field of evaluation of the effectiveness of professors and teachers of higher education institutions made it possible to generalize the approaches and trends to the development of such mechanisms. In addition, the analysis of the work carried out in this regard in military higher education institutions in Uzbekistan is carried out in the Customs Institute helped to determine the advantages and disadvantages of the mechanism used to evaluate the performance of professors and teachers.

As mentioned above, in many higher education institutions abroad, they created their own systems to evaluate the effectiveness of professors and teachers, which helped to increase the quality of education and take their leading position compared to other higher education institutions.

Due to the fact that the level of scientific research and teaching-methodological support in most of the military higher education institutions in our republic is not high enough, or even if it is high, some information is closed, or because the direction of their activity has acquired its own importance and characteristics, the effectiveness of the work of professors and teachers working in them. There are some complications in developing a complete single procedure for optimal assessment. But even so, we can use the experience of the military higher education institution (Customs Institute) as a model to evaluate the effectiveness of professors working in the educational system of another similar military higher education institution.

The service activities of professors and teachers of the Customs Institute differ from the activities of other civilian higher education institutions, and the mechanism of payment, evaluation, monitoring and promotion of their work is distinguished by the following specific features.

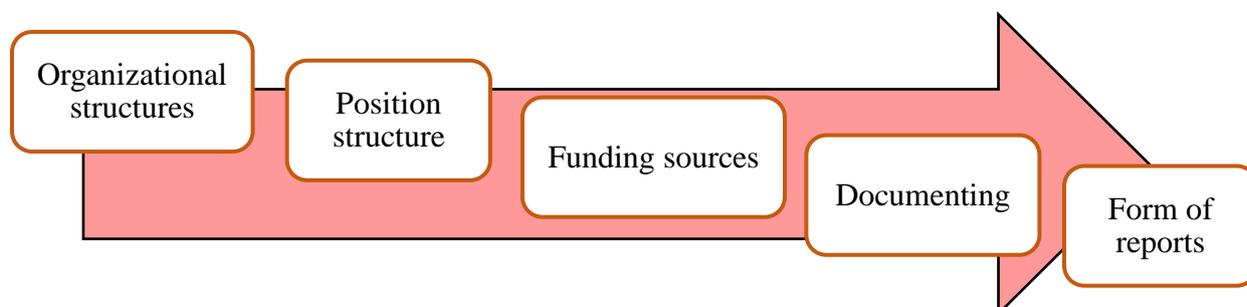


Figure 1. Peculiarities of payment, assessment and monitoring of the work of professors and teachers of the Customs Institute<sup>2</sup>

<sup>2</sup> It was developed by the authors on the basis of regulatory documents on the customs system.

The Customs Institute is included in the structural structure of the State Customs Committee and has its own characteristics according to its organizational structure.

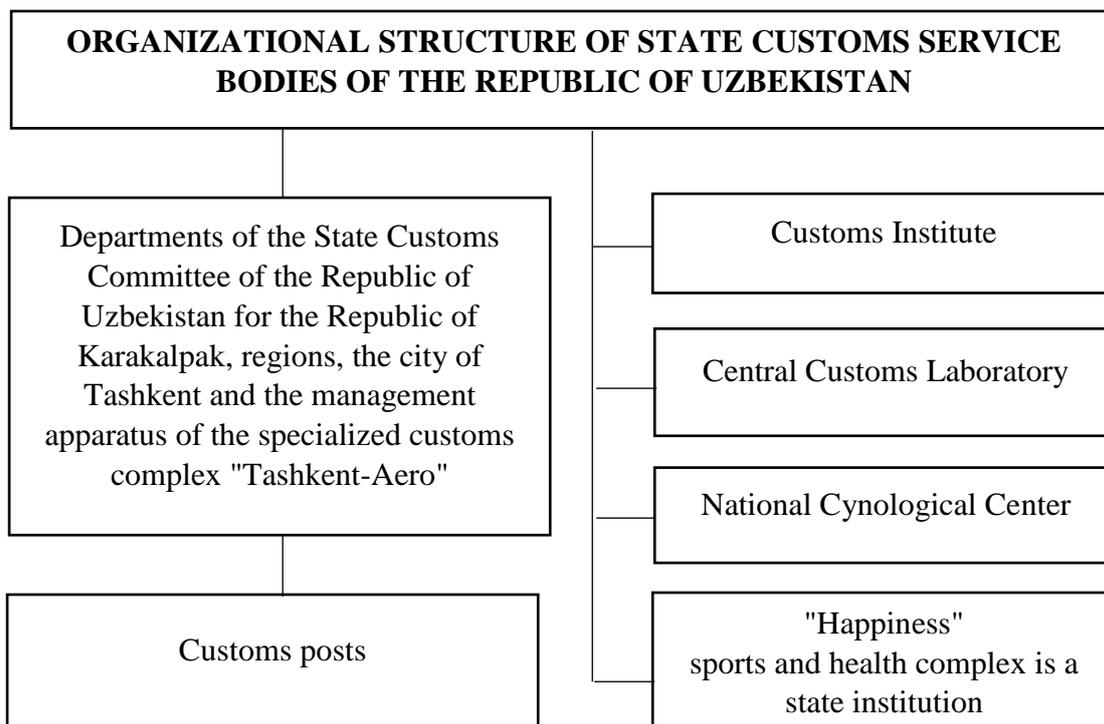


Figure 2. Organizational structure of the State Customs Service of the Republic of Uzbekistan<sup>3</sup>

The organizational and staff structure of customs bodies and the number of limited staff, categories of customs posts are approved by the President of the Republic of Uzbekistan [1]. Therefore, the Customs Institute is included in the structural structure of the DBQ, and its personnel is composed as follows (Table 2).

Table 2: Composition of employees of the Customs Institute by positions<sup>4</sup>

<b>№</b>	<b>Position structure</b>	<b>Personal content</b>
1.	Officers	- employees with the rank of certified special lieutenant in departments and units and teaching staff with this rank
2.	Sergeants	- employees with the special rank of junior sergeant of the customs service, sergeant of the customs service, senior sergeant of the customs service
3.	Cadets	- Cadets admitted to the SHC Customs Institute
4.	Doctoral students	- Doctoral students admitted to the Customs Institute of the State Customs Committee

The Customs Institute also has its own characteristics in terms of sources of financing for the service activity and remuneration of professors and teachers (Figure 3).

<sup>3</sup> Author's development based on the decree of the President of the Republic of Uzbekistan dated September 10, 2021 "On simplification of customs procedures and further improvement of the organizational structure of state customs service bodies" No. PF-6310.

<sup>4</sup> Decision 3995 of the President of the Republic of Uzbekistan "On measures to radically improve the system of training personnel of the customs authorities of the Republic of Uzbekistan". November 2, 2018.

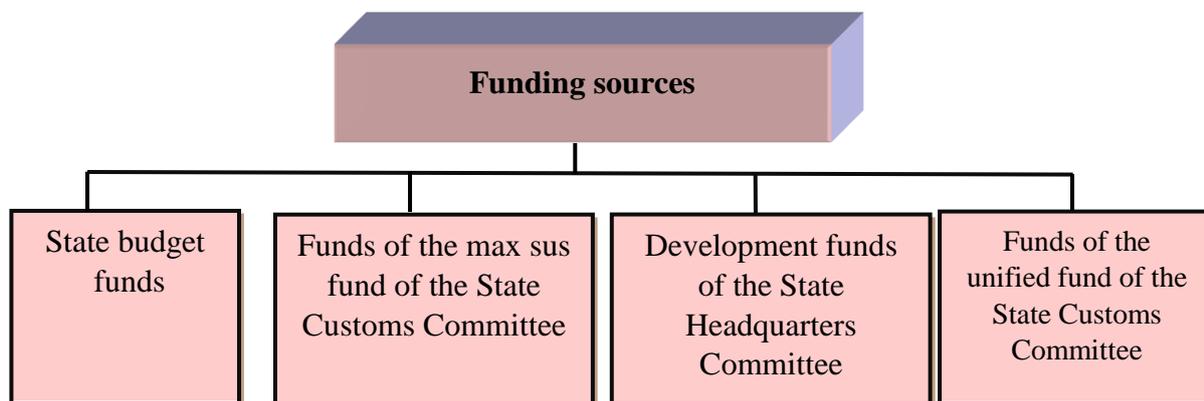


Figure 3. Sources of financing for the payment of work of professors of the Customs Institute<sup>5</sup>

As can be seen from the information given above, the customs service employees include the Customs Institute there are specific complex features of taking into account the labor activity of professors and teachers and paying them. Therefore, in our opinion, we can see that the creation of a transparent automated mechanism for the correct assessment of their performance, the determination and payment of additional and additional fees for their work has become the need of the day. In general, foreign higher education institutions to evaluate the effectiveness of professors and teachers, they use standard technologies, which do not take into account the specific characteristics of the specialization of graduates of higher education institutions. However, in the structure of modern scientific knowledge, sectoral, professional education has its own characteristics related to the need to develop abstract and creative, as well as operational and constructive thinking.

These features not only determine the special organization of the educational process, but also have an impact on the assessment of the effectiveness of the professors and teachers and the department in general in the main areas of activity.

## 5. CONCLUSIONS AND SUGGESTIONS

In our opinion, the employees of the customs authorities, the Customs Institute, are responsible for the adoption of the above normative legal documents paying professors and teachers a decent salary for their work, creating a solid foundation for the fundamental reform of the system of materially motivating them.

This, in turn, leads to increasing the efficiency of the customs system, preventing and eliminating cases of corruption in the system. Also, the Customs Institute provides financial support to professors and teachers and encourages them to increase their scientific potential.

Currently, the share of employees with scientific degrees and academic titles in the institute is 51%. In this regard, we are sure that the efforts of professors and teachers to work on themselves, to gain practical experience and to increase their scientific potential have been revived, because it is known to everyone that the quality implementation of assignments and tasks is based on material resources.

Accounting for the work of customs officials and paying them has its own characteristics, and its accounting is a complex process. Therefore, in our opinion, there is a need to create a transparent automated mechanism for determining and paying additional and additional fees for their work.

Higher military educational institutions perform this task it is possible to positively solve it by developing an automated information system (software) to encourage the work of professors and teachers based on the assessment of the effectiveness of their work.

***Together with this, we can achieve the following results through this system:***

- a general assessment is given to the educational and research activities carried out by professors and teachers;
- it is observed to what extent the tasks assigned to each professor-teacher are performed;
- a transparent mechanism for stimulating the work of professors and teachers will be created;
- the effectiveness of the department's activity will be further increased based on the joint activity of professors and teachers as a team;

<sup>5</sup> Development of authors based on Decrees and Decisions of the President of the Republic of Uzbekistan and decisions of the Cabinet of Ministers

- issues of receiving reports on the annual activities of professors and teachers will be fully digitized;
- it is possible to get information and reports online in time, and the time that can be spent on it is saved, costs are reduced;
- it is possible to give a general evaluation of the activities of all higher military educational institutions in terms of quality and quantity through rating indicators;
- a healthy competition environment is formed between the department and professors in all areas of service activities
- purposeful and effective use of the funds allocated for additional salary and incentives for the work of professors and teachers is ensured.

Also, a transparent rating mechanism of each higher military educational institution will be created, complete digitalization will be achieved in accounting and motivating the work of professors and teachers.

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