

DIRECTIONS FOR IMPROVING THE QUALITY OF HIGHER EDUCATION

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The main part. International globalization and economic and business development impose new tasks on the national higher education system in terms of training professional personnel capable of working effectively in rapidly changing market conditions. Changes in the economic environment require professional skills improvement and reorientation of specialists at different stages of their activity, development of new areas of their activity, and acquisition of skills for continuous improvement. This situation requires students to adapt their practical experience, universities to improve educational programs and terms, and teaching methods.

In 1960, according to UNESCO, the number of students in the world was 13 million, in 1997 this figure increased 7 times and reached 88.2 million. At the same time, salaries of employees were increased by their qualifications. The gap between the wages of workers with secondary and tertiary education increased from 50 percent to 87 percent from 1975 to 2004, which led to an increase in the number of young people attending universities. The rapid growth of higher education requires improvement of its quality.

The development of the economy requires the higher education system in society to be more flexible and flexible. Universities must guarantee quality education to the state, employers, and students. One of the important conditions for ensuring the quality of the higher education system is the improvement of its support system.

According to UNESCO experts, teaching foreign students has become one of the types of profitable service exports in the XXI century. According to UNESCO, the level of international student mobility has increased by 300% over the past 25 years. According to experts, the number of students studying abroad in 2025 will be 4.9 million. is expected to be.

level of learning. The scientific-theoretical and methodological foundations of the effective mechanism of increasing the quality of higher education services, ensuring that higher education institutions take a place among prestigious universities in international rankings, including strengthening their financial and academic independence T. Schultz, G. Becker, F. Mizikasi, E. Hustad, D. Hopkins, B.J. Colin, M. It is covered in the scientific works of foreign economists such as Tanaka.

Contradictions in approaches to determining the quality of higher education to some extent create difficulties in defining the concept of "quality".

The formation of the "international education market", and the agreements adopted in Bologna, made the improvement of the quality of education one of the priority tasks and led to an increased interest in the interpretation of the term "quality", and required a review of theoretical approaches and practical solutions to the quality of training of higher education specialists. This situation led to the development of a new interpretation of the concept of the quality of the higher education system.

The concept of "quality of higher education" was first used on a global scale in the 19th century, and it took on the character of the term in the second half of the 20th century when the classical higher education system reached its highest level of development.

Quality is one of the important parameters that assess the socioeconomic importance of the educational sector, its concept is accepted as a description of the educational system, its results, and economic, social, and cultural aspects of the educational system. There is no generally accepted, single definition of the quality of education in the economic literature.

On the one hand, this situation is explained by the lack of a unified approach to the concept of quality of education, its various aspects, and their interdependence, which are not sufficiently embodied in the definition, and on the other hand, social groups, beneficiaries (students, teachers, educational leaders, employers) have different opinions about the quality of education and certain requirements are set about this concept.

In this regard, the following main research directions were formed in the field of quality of the higher education system using different quality definitions.

The first approach (according to Wattie) considers the concept of "quality" of higher education depending on the factors affecting it (individual or comprehensive) (see Table 1.12).

By this approach, to ensure the quality of education, it should incorporate educational requirements, conditions, educational processes that directly implement the training of specialists, and the results of the university's activities.

Table 1

Approaches to defining the concept of "quality" of higher education

Approaches to the definition of "quality" of higher education	
Analysis of the concept of "quality" of education depending on the factors affecting it (individually or in combination)	An approach to defining the concept of higher education "quality" from the perspective of higher education stakeholders
Quality assessment procedures for educational processes, learning outcomes and other aspects of university activities	State bodies - approach from the point of view of the effectiveness of spending budget funds on education from the state of reporting to taxpayers
The quality of the student admission procedure	Teachers - in terms of the effectiveness of knowledge transfer, the presence of a favorable learning environment, the relationship between teaching and research
Educational programs, quality of educational programs	Students - has the acquired knowledge allowed them to realize their personal goals, to become mature people, to actively participate in the life of society
Quality of teaching and learning	Are employers satisfied with the knowledge and skills acquired by university graduates during their education?
Labor productivity of students	Shareholders who finance the activities of non-governmental educational organizations are interested in the development of their business

In 1995, UNESCO developed a programmatic document on "Reform and Development of Higher Education", according to which there are directions of personnel, student training, and infrastructure of higher education institutions that affect the quality of higher education. On October 9, 1998, the "International Declaration on Practical Measures on Higher Education of the XXI Century", adopted at the UNESCO World Conference on Higher Education in Paris, gave the following concentrated definition of the quality of higher education: "Quality in the field of higher education is a multi-functional concept, its functions and tasks: education and training programs; research and scholarships; staffing; students; buildings; material and technical base; equipment; consists of working for society and scientific environment.

Table 2

Concepts of educational quality based on the concept of "Total Quality Management" (TQM).

The concept of quality	Features of the concept in the field of education
Quality is determined by compliance with the educational standard (characterizes the stage of mass production in the 50s and 60s and compliance with strictly developed standards controlled by state, regional, and internal regulatory bodies, which are established at the state level in most cases)	The knowledge of a university graduate must be in accordance with state standards: <ul style="list-style-type: none"> • believe that education authorities and higher education institutions know the needs of students better; • achieving high quality through inspection; • the possibility of a conflict of interest between teachers who provide knowledge to students and those who control the quality of teaching; • standards are improved according to changes in customer requirements; • requirements of universities for quality education for students may not match the requirements of end users - students and their employers.
Quality determined by application suitability	Meeting the needs of personnel consumers

<p>(describes the stage of orientation towards the final utility of products and services to consumers, determined based on marketing research, customer feedback, and descriptions from the 70s and 80s)</p>	<p>and meeting standard requirements.</p>
<p>Quality determined by value compatibility (describes the stage aimed at ensuring the quality required by consumers and reducing costs to ensure the main task).</p>	<p>Before reducing the cost of training professionals and meeting the needs of consumer employees:</p> <ul style="list-style-type: none"> • a promising concept for the higher education market: consumers of employees have certain requirements for the quality of specialists and must open new aspects of the quality of the higher education system.
<p>The quality determined by compliance with undeveloped needs (orientation to meet the needs of consumers formed based on the development of the powers of organizations by employees and partners, characterizes the activities of leading companies at the beginning of the XXI century).</p>	<p>Opportunities to train new specialists, advantages over other competitors and the ability to adequately ensure the quality of educational services. Training of new specialties is based on the existing capabilities of the higher education institution, including the material and technical base, the composition of professors and teachers, and the evaluation given by consumers to the services provided by this higher education institution.</p>

A second definition within this approach (according to Wattie) is the relationship between the quality of education and the number of students enrolled in higher education. Stakeholders in the development of an educational quality assurance methodology include the government, quality assurance agencies, universities, individual teachers, students, employers, parents, and society as a whole.

In the concept of quality of education, the degree of interdependence of the requirements and goals of various interested parties is expressed. In particular, the teacher's efforts to create

conditions for improving his unique abilities and skills as a specialist and scientist are not always directly related to the requirements of users to receive quality information. Differences in the approach to the quality of education by various interested organizations in some cases cause mutual misunderstandings between the participants of the system of ensuring the quality of education.

Well-known American experts in the field of TQM (total quality management) Sh. Shiba, A. Graham and J. Standard, program, value, and undeveloped (unformed, hidden) needs, which Walden defined as the level of conformity, differentiate the concepts of quality (see Table 2).

National models of higher education quality assurance

The national systems of ensuring the quality of education in force in different countries differ in the following aspects:

- powers of the government;
- level of participation of public, official bodies, and higher education institutions;
- formation of goals and objectives;
- criteria and procedures

Differences in the national education quality system in different countries (see Table 3), the principles of their management and organization of the educational process are related to the institutional and cultural traditions of the states (mother tongue, history, culture, etc.).

Table 3

National higher education systems in the countries of the Organization for Economic Cooperation and Development

Parameters of higher education system	Implementation in different countries
Number of HEIs	From 40-65 universities in Australia and Ireland, the Netherlands and Sweden; 130 in England, 350 in Germany and 1290 in Japan, up to 4000 in the USA.
Management structure of	Federal systems in Germany, Australia, and the United States.

higher education	
Typology of HEIs	Research universities may differ from vocational or technical institutions (Ireland, Holland, Germany) in their location and relationship. Private universities in most countries, as well as important private universities in Japan and the United States, are highlighted.
Degree of institutional autonomy	All higher education institutions are considered autonomous in making academic decisions and choosing their scientific fields, and there are great differences in the level of decision-making in the financial and management spheres: - private universities working under a contract with the state; - universities, which are public organizations, are managed and controlled by the government.

According to several experts, the following models of quality assurance systems in higher education and their various combinations have been developed in the world.

The "French model" of the higher education quality assurance system is used in Germany, France, the Scandinavian countries, the Czech Republic, Latvia, Estonia, and CIS countries that have adopted European higher education traditions, their educational systems are built based on the "continental" higher education management model and are characterized by the following parameters:

- State paternalism about higher education institutions (Ministry of Education, Ministry of Culture, etc.);
- limited autonomy of financial (academic) educational institutions;
- strictly stratified system of access to university education (usually free);
- superiority of state property in education.

In the "French model", the internal self-control of the university has a nominal value, and the main focus is on the effective external evaluation of the university by public authorities or public organizations.

The "English (Anglo-Saxon) model" of the quality assurance system of higher education has been adopted in countries such as Great Britain, Ireland, the USA, Latin America, the Philippines, and Taiwan. This educational system is built based on the "Atlantic" model of higher education management and is characterized by:

- independence of higher educational institutions (non-state significance or liberal approach to university strategy from a European point of view);
- the high level of autonomy of higher educational institutions, and the level of academic freedom is determined by the financial and image foundations of each university;
- receiving higher education on a paid basis;
- significant share of private property in education.

In this model, the internal self-evaluation of higher education institutions, external professional or public expert evaluation of the quality of education focused on the internal analysis aimed at improving the activities of universities is in the first place.

In the economic literature, the "American model" of ensuring the quality of education through the accreditation of educational institutions and educational programs is considered a successful combination of the ideas of the "English" and "French" models.

US universities have developed a system of self-evaluation, and unlike countries where educational institutions are regulated by government agencies, the American higher education system is largely controlled by the educational institutions themselves. The process of accreditation of universities is carried out by regional associations and associations of universities and colleges. Special higher education commissions of these associations operate in the region, which carry out accreditation.

Accreditation of educational institutions in the United States acts as a system of collective self-governance to maintain a balance between the rights of educational institutions to academic freedom and their responsibility to the state and society. At the heart of the American system of self-management is the goal of improving the educational system through evaluation conducted at the level of the educational institution.

Based on the above, in all studied models, ensuring the quality of education can be based on internal and external components and the mechanism of determining these components can be mutually differentiated (see Figure 1).

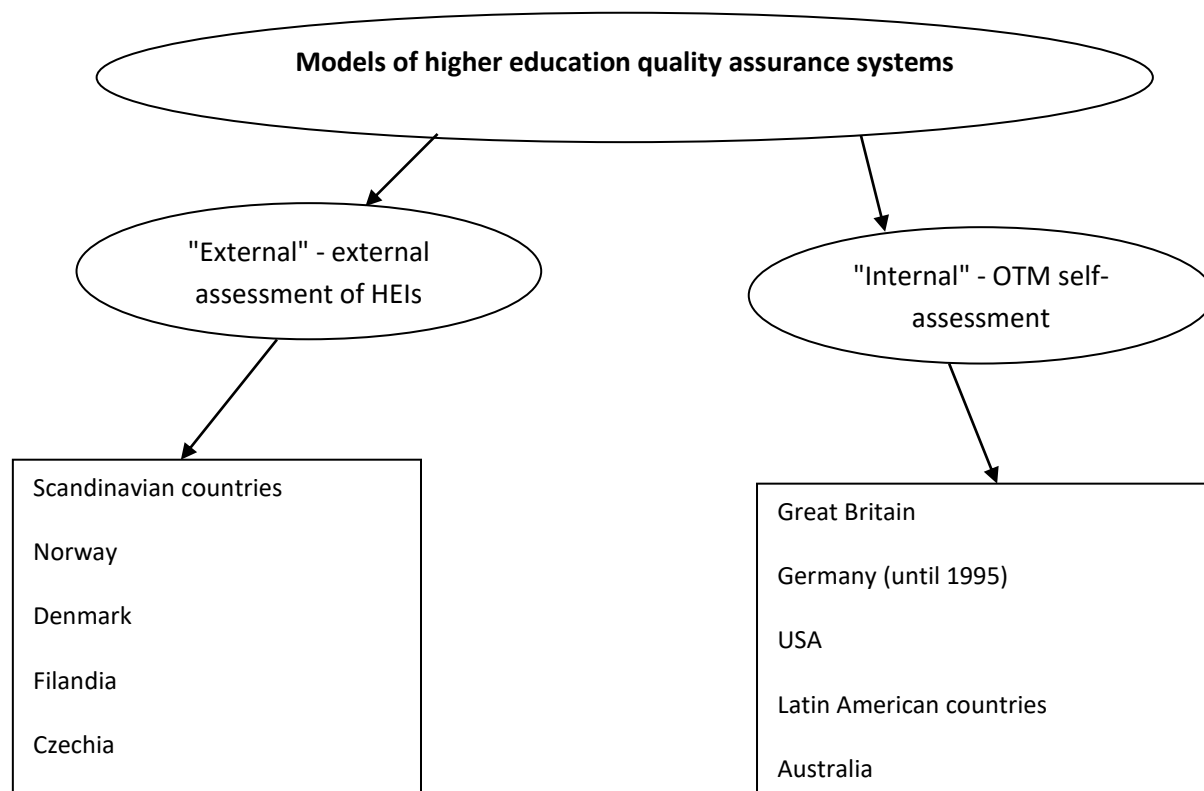


Figure 1. Models of higher education quality assurance systems

External control is aimed at the regular collection of quantitative indicators that, despite the development of normative documents and scientific justification, do not allow to identification existing problems and achievements and plans to improve the quality of education.

Quality assurance systems established by universities themselves are advanced forms of self-management. Each university develops its own conceptual scheme, strategy, evaluation program, methodology, and implementation plan according to its goals, tasks, and resources.

If so. Thus, the European approach to ensuring the quality of higher education is characterized by the leadership and control of the state. Therefore, in Europe, the importance of the quality of higher education, its assessment, and provision was recognized later than in the USA and other developed countries.

All countries of the Organization for Economic Co-operation and Development try to manage the quality and development of higher education by establishing effective management in universities, gradually giving decision-making authority and responsibility. This goal is achieved by forming and developing structures that act as mediators between the government and universities, and by dividing the areas of responsibility and authority among all stakeholders, including the state, business, administration, local community, students, and professors.

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