

## **Modern Approaches to Improving the Quality of Education in Higher Educational Institutions**

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**Abstract:** This article examines the issues of improving the quality of education in higher education institutions. Also, the study of modern trends and models of the quality of education in higher education institutions was analyzed based on modern approaches.

**Keywords:** education, theory, competition, higher education institutions, quality of education, forecast, education.

Currently, the quality of education is a very important, problematic and urgent issue. Because all other social issues, political problems and economic indicators develop depending on the quality of education. Therefore, the quality of education determines the fate of the state and society, and the fate of all mankind.

For this reason, it will not be a mistake to interpret the quality of education as the quality of life. Internal models of educational quality management of higher educational institutions are trying to combine (reconcile) different quality concepts, to "repair defects" in the state control system. The apparent abundance of these models is based on one of three quality management styles (approaches):

1. evaluation method of quality management (SWOT - analysis);
2. a concept based on the principles of total quality management (TQM);
3. An approach based on the requirements of international quality standards ISO 9001:2000.

The management model based on the evaluation method envisages conducting regular self-evaluation to identify the strengths and weaknesses of the higher education institution, as well as the positive and negative factors in its development. Based on this, measures are developed and proposed to solve the problem situations and improve the activities of the higher education institution. The management model based on the principles of general quality management also uses the evaluation method, but this method is based on the analysis of the activities of the higher education institution as a producer of products and services. The concept of total quality management assumes that a higher education institution has clearly defined tasks and clear strategic goals. Also, the concept of Total Quality Management envisages a process approach to the activities of higher education institutions.

The quality of higher education is considered as a key factor determining the main strategy of the system, as a necessary component of competitive advantage. The quality management system in

higher education institutions is a set of organizational structure, methodologies, processes and resources necessary for the implementation of continuous management, planning, and provision of educational quality. Quality is the main document of the system.

The quality management system covers pedagogical, scientific, administrative and economic spheres of activity of educational institutions for students and young people. These areas are related to each other and in many cases intersect. Understanding the quality of education should be based on the established concept of product quality: "quality is the ability of products or services to satisfy known or perceived needs. is the sum of properties and characteristics" (international standard ISO 8402). A special feature of education is the complex structure of consumption compared to products.

The importance of all aspects of educational quality management and regardless of the model of quality management system of higher education institutions, any general education school and higher education must determine the quality of the entire education and the main tasks in the field of quality. several main factors can be identified.

The experience of world leaders in the field of education shows that the basis of the competitive strategy is focused on quality through a quality management system that meets the requirements of international standards of the ISO 9001 series. In this regard, improving the quality of educational services of higher education institutions is considered as a strategic goal within the framework of state tasks and as a means of ensuring vital activity, development and well-being of higher education institutions within the framework of tasks. Today, higher education institutions must recognize their position as "market entities" and therefore recognize that all the laws of the market economy, the laws of the struggle for survival and "natural selection" apply to the market for educational services. should reach [1].

In the era of practical efforts to reform the education system today, "quality" is the reason for further discussions on the background of the direct connection and importance of higher education with the economy and social life of countries. Modern innovative production based on information technologies requires an appropriate workforce with high intellectual potential and professional qualifications. Today, improving the education system and training competitive personnel is one of the main goals of independent Uzbekistan. It is no secret that great work is being done towards this goal. Young people are encouraged to learn and the necessary conditions are created for them.

The quality and competitiveness of higher education is important for the sustainable development of the republic today.

For this purpose, it is recommended to research the scientific bases of improving and implementing social management mechanisms in improving the quality of higher education from a theoretical and practical point of view. President Shavkat Mirziyoyev signed the decree on approval of the concept of development of the education system of Uzbekistan until 2030 [2].

Within the framework of the concept, more than 70 target indicators planned to be achieved by 2030 have been approved. In particular, it is planned to increase the enrollment of graduates in higher education from the current 20% to 50%, to increase the number of non-governmental HEIs, including public-private partnerships (PPPs) from 5 to 35, and to increase the coverage of the credit-module system from 2% to 85%. The main goals of the concept are to develop PPP in the field of higher education, to increase the level of higher education coverage by 50 percent based on the organization of state and non-state higher education institutions in the regions, and to create a healthy competitive environment in the field. It is intended to turn the National University of Uzbekistan and Samarkand State University into flagship HEIs of the country. The "University 3.0" concept, which envisages the interdependence of education, science, innovation and commercialization of research results, will be gradually introduced in higher education institutions.

An integral characteristic of the educational system reflects the degree of compliance of the actual educational results with normative requirements, social and personal expected results, and the expected results of society as a whole.

"The new model of education will lead to the formation of a free individual who thinks independently in the society, we will have the opportunity to educate people who understand their value, have a strong will, full of faith, and have a clear goal in life. After that, conscious marriage becomes the main criterion of society's life. [3]

Today, the foundation of the Third Renaissance is being built in Uzbekistan, which has entered a new era of development. The solidity of the foundation, without a doubt, depends on higher education, its quality and effectiveness.

The economic power of each country, the rise in the level of social and spiritual life is determined by the competitiveness of the educational system and the development of science. Therefore, in the "Uzbekistan - 2030" strategy, fundamental improvement of the field of education, improvement of the quality of education, formation of a generation with intellectual potential and physical fitness, training of qualified personnel are defined as priority tasks, which can ultimately meet the requirements of today's era. The creation of an educational system was envisaged

Along with the problems of measurability of the quality of education, the problem of equivalence (i.e. comparability, conformity to the requirements of the society and the professional knowledge of the pedagogical personnel related to this), the problem of finding a way to improve the quality of higher education remains urgent.

Literature analysis. To the scientific study of social mechanisms that ensure the integrity of society, to the issues of social management and improving the quality of education, according to the opinion of Western pedagogic scientists Kachalov, BD Shadrikov, how the quality of education corresponds to the needs of consumers, MBRejakov education interpret their services as the degree of conformity to the needs and requirements of society. In the study of teacher scientist NFEfremova, the quality of education was considered not only as a result, but also as a process with complex development dynamics due to changes in the activity of educational institutions, in the individual, and in the social, economic, technological and political environment [ 4]. Therefore, the quality of education is not limited only to the goals and values of educational institutions, but must fully respond to the needs of society: social, economic, cultural, and contribute to the development of society and its human potential.

The quality of higher education in Russia has been studied since the late 90s. Problems of Russian higher education S. Abramova, NVBordovsky [5], VA Bolotov [6], LIVarenova, AAVetrova, VIVovna, OA Granichina [7], LAGolub, GL Gromiko, SPDokina, SSDonetskaya, SP Erkovich, NFEfremova, DFZakirova, Yu .A. Zakharov, IAZimnaya, BIIskakov, VGKazanovich, SMKalabin, NPKalashnikov, ZIKapelyuk, OMKarpenko, VGKinelev, AAKirinyuk, NVKovaleva, BKKolomiets, SVKorshunov, VJKuklin [8], AAKushel, BXLand, AGLevinson, BGLitvak, ANMayorov, TVMakarova, VVMelnik, VIMeshalkin [ 9] , VAMoskinov, RVMuzychenko, OGNefedova, ONOnishchenko, BPlyshevsky, NIPopov, A.Prokofev [10], BASavelev, NASElezneva [11], OASilae, LMStruminskaya, AISubetto [12], EVSumarokova, Yu.G.Tatur, DATatyanchenko [13] , IITrubina, KSFarino, IBFedorov, EVFilyuk, AAFrenkel, E. Khrykov, MB Chelyshkova, AICHuchalin, VDSHADRIKOV, ENSHVALOV, EMYURTANOVA and others. These researchers identified different approaches to determining the quality of higher education and proposed different criteria for its evaluation. Specialist scientists of the National Accreditation Agency, ENGEVORKYAN, GNMOTOVA, VGNAVODNOV, MVPETROPAVLOVSKY, VJKUKLIN, ASMASLENNIKOV, BASAVELEV, DIPETROV, and others developed not only a system of educational quality indicators and a comprehensive evaluation mechanism for universities in the creation of a national model of higher education quality assessment. , but also used statistical and mathematical models, methods and methodologies in this procedure. Along with the problems of measurability of the quality of

education, the problem of equivalence (i.e. comparability, conformity to the requirements of the society and the professional knowledge of the pedagogical personnel related to this), the problem of finding a way to improve the quality of higher education remains urgent. Issues of creation of mechanisms for sustainable development of higher education and monitoring of educational management systems, social forecasting and mathematical modeling of educational processes from Russian scientists IVBestujev-Lada [14], AEKarpukhin [15], GFRomashkina [16], MVSygotina [17], FEShergi [18] issues of social management mechanisms, creation of social management mechanisms of innovative universities, spiritual image of students of higher educational institutions, scientific study of lifestyles, and issues of self-management of students by T. Yu. Balandina [19], AOGrudzinsky [20], TIZaslavskaya [21], VIFranchuk [22] and other pedagogues-scientists can be seen manifested in research works.

Analysis and results. Scientific research on improving quality management in higher education institutions is conducted by the world's leading scientific centers and higher education institutions, including the Institute for Management Research (Netherlands), Erasmus Research Institute of Management (Netherlands), University of Coimbra (Portugal), Kazan Federal University (Russia), Moscow State University (Russia), University of Primorska (Slovenia), International Institute for Educational Planning (UNESCO). The required level of educational quality results can be achieved through a certain socio-pedagogical system. Quality is one of the most widely used categories today as a degree of conformity to objectives. Based on this, the main approaches currently in international practice are distinguished.

According to the traditional approach, ensuring the quality of education consists in increasing the prestige of the educational institution, because the graduate of such a higher educational institution occupies a somewhat higher position in the labor market.

A scientific approach is about conforming to established standards.

The managerial approach reflects the customer's satisfaction as a quality education.

Consumer approach - determines the quality according to the customer's requirements and fulfills any of his wishes.

In the democratic approach, the benefit of the higher education institution to the region and society in which it is located is assumed.

Quality products of a higher education institution are graduates, not educational services. The development of each field depends, firstly, on the quality of training of personnel working in that field, and secondly, on the professional dedication of trained personnel. A number of reforms are being carried out in order to increase attention to the issue of personnel, that is, to select and educate them, to study their ability to lead, to train them purposefully, and to achieve this goal. The main goal is to increase the quality of education and improve it. Because, through the quality of education and its improvement, it is possible to achieve the competitiveness of the personnel being trained in the field in the labor market. To achieve this, it is important to control the quality of education and improve it. "There are two models of quality control of education in the world.

The first is the model of direct control of the quality of education, which includes the function of determining the licensing, accreditation and rating of educational organizations.

The second is the quality improvement model. This model creates conditions for quality improvement in educational organizations. The effective operation of these two models is largely related to the social and cultural characteristics of the state, which is also expressed by the level of quality, culture and value. Unfortunately, the quality is characteristic only in developed countries, including the Scandinavian countries (Norway, Sweden, Denmark, Finland, Iceland), where they focused more on the first model before moving to the second model, i.e. created an environment of educational culture for them.

Creation of mechanisms for sustainable development of higher education and monitoring of educational management systems, social forecasting and modeling of educational processes, issues of educational process and quality monitoring from scientists Sh. Kurbanov, E. Seytkhalilov [23], B. Usmanov [24], U. Begimkulov [25], M. Vakhobov [26], A. Khojaev [27] such as local IVBestuzhev-Lada [28], AEKarpukhin [29], GFRomashkina [30], NK Rozova [31], AG Bermus [32], issues of social management mechanisms, creation of social management mechanisms of innovative universities, spiritual image of students of higher education institutions, scientific study of lifestyles, issues of self-management of students by T. Yu. Balandina [33], AOGrudzinsky [34], TIZaslavskaya [35], VIFranchuk [36], NA Anikanova [37], LVChuyko [38], OM Kiseleva [39] with issues of mathematical modeling of higher education quality improvement, and by foreign scientists researched and scientifically substantiated.

If applied to practice, the main approaches to solving the quality problem and evaluating the quality of education are defined as follows:

- a systematic approach is necessary to determine the quality of education;
- the assessment of the quality of education is related to the so-called "internal" and "external" aspects of quality determination, that is, both utilitarian measurement and intelligence, knowledge and creative potential. includes changes;
- assessment of the quality of education should include expert, consequential and general approaches aimed at the social order;
- it is impossible to evaluate the quality without expert evaluation of professionals;
- to evaluate the quality of education, it is necessary to include certain indicators of the quality of education.

Summary. Improving the quality of higher education has become a strategic goal of our country and an important condition for the operation of higher education institutions in the country. Education is an object of management as a dynamic social system in constant motion, and it is the training of quality specialists, which is one of the urgent issues for the education system, which is one of the urgent issues for the education system, the economic and social changes that are increasing in society, the formation of the economy in an innovative direction, integration into the world economy, includes all the features inherent in systems. Education as a system is also in stages of operation, development, crisis and progress. In the regulatory and legal documents regulating educational activity, education is declared as the most important factor that determines the prestige, future and even national security of the state. Any global processes taking place in society are reflected in the state of education. Currently, the evaluation of the quality of higher education needs additional statistical indicators and methods of determining indicators: it should be evaluated in terms of the needs of the labor market and the requirements of employers. It is planned to create models for the organization of educational quality control and the formation of a normative base for the general system of educational quality assessment within the priority directions of the development of the higher education system.

The urgency of improving the quality of education in higher education institutions is related to the main task of higher education institutions at the current stage: to improve educational programs and to meet the needs of society by improving the educational services provided to prepare specialists who meet the requirements of the modern economy. .

To study the modern trends and models of the quality of education in higher education institutions, to analyze the impact of existing organizational and pedagogical problems on management activities and to ensure the quality of education, to identify the directions of structural and functional mechanisms of improving the quality of education. definition and scientific justification is necessary.

It will be difficult to ensure further economic growth without improving the quality of human capital. Therefore, directing the necessary efforts and resources to increase the quality of



education and training qualified personnel is becoming a priority task not only today, but also tomorrow.

Constantly raising the quality of the country's education system, we need to improve the directions that are unique and appropriate to us, while deeply analyzing the experiences of all developed countries in the field of improving the educational process.

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