ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW
ISSN: 2319-2836
IMPACT FACTOR: 7.603
Vol 12, Issue 12, 2023

METHODS OF ECONOMIC ASSESSMENT OF THE QUALITY OF HIGHER EDUCATION

Jo‘rayev Soxibjon Nodirbek o‘g‘li
Master of Accounting, Namangan Engineering-Construction Institute
E-mail: sokhibjourayev1502@gmail.com

Abstract: The article analyzes the economic diagnosis of higher education quality assessment. Modeling methods of economic diagnostics are proposed for evaluating the quality of higher education. A scientific conclusion and practical recommendations related to the economic assessment of the quality of higher education are given.

Key words: quality of higher education, economic diagnostics, higher education institution, model, professor-teacher, unit of measurement, performance indicators

Introduction:

Fundamental changes are taking place in the higher education system of Uzbekistan. The measures carried out in this system are aimed at sharply increasing the quality of education, seriously strengthening the material, technical and financial base, expanding economic resources, and increasing the independence and initiative of the higher education institution (HEI) as an economic entity. Modern systems of higher education are based on extensive use of market mechanisms. In this case, the main goal is to achieve universality and high quality of higher education based on the effective use of economic resources.

In this regard, as the President of the Republic of Uzbekistan, Sh. Mirziyoyev, stated: "...it is necessary to bring our national educational programs to their logical conclusion. For this purpose, the most important task of the Government, the relevant ministries and agencies and the entire educational system, our respected teachers and professors, is to provide thorough education to the young generation, to raise them to become physically and spiritually mature people. The times require us to raise our work to a new level aimed at creating modern workplaces for our children, ensuring that they occupy a decent place in life" [1].

For this, it is necessary to develop management decisions based on what resources are used to achieve the required results from the activities of the HEI and the reasons for the changes in the results. In this respect, the evaluation of the quality of the results of higher education and the development of scientific proposals and practical recommendations for improving the mechanism of economic diagnostics in it determines the relevance of the chosen topic.

The main part

The economy of higher education has been researched by foreign and domestic scientists. Research directions can be divided into several groups: theoretical and methodological research; issues of state management; organizational, legal and institutional aspects; educational services market; marketing and quality management in higher education; social responsibility of higher education and others. In these studies, the development of universal and economic relations and the quality of education, laws, theories and concepts specific to their time were developed.

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW
ISSN: 2319-2836
IMPACT FACTOR: 7.603
Vol 12, Issue 12, 2023

The concept of quality in higher education has been adopted differently by interest groups and different authority organizations. Information about its three components can be found in sources of international importance: subjects of education; normative documents of education; learning environment [3]. In the studies of L. Vlaskin and L. Grinberg, the quality of higher education is a multifaceted, multi-level and dynamic concept, which depends on the meaningful unity of the educational model, the mission and tasks of the institution, and certain specific standards [4]. In the researches of V. Levshina, many controversial points are expressed, that is, two sides of the quality of higher education are shown: the quality of the result of the educational process; description of quality assurance systems. This requires a harmonious analysis of the content of education, the process of training applicants, pedagogical staff, information and methodical support, educational technologies and scientific activity [5].

Scientific studies focused on the economic aspects of the quality of higher education have been conducted in Uzbekistan. The issues of financing and management of higher education have a large place in it. For example, in the opinion of N. Mirkurbanov, whatever type and stage of the national economy and education, its living and functioning in the conditions of the market economy rests on the basis of the quality criterion. Quality assurance in the field of higher education is the reason for the training of mature personnel. This is an axiom that does not require proof, and it has become the main issue of the government of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education and higher education institutions [6]. According to A. Karimov, L. Peregudov and M. Saidov, quality is a multifaceted concept in the field of higher education. It should cover all functions and activities in the field of education - educational and academic programs, scientific research and scholarships, full provision of professional staff, students, buildings, material and technical base and equipment, all work for the well-being of society and academic environment [7].

In these studies, problems such as the optimal level of higher education quality, social effectiveness, and the direction of resources to ensure the quality of higher education have not been comprehensively studied. From this point of view, the economic diagnosis of the quality of higher education, the development of methodological approaches and the determination of strategic tasks are of urgent importance.

Full regulation of the financial and economic activity of the OTM by higher state authorities or the preservation of freedom as an economic entity at a very low level limits its economic responsibility and initiative. In such conditions, there is no need to diagnose the economic situation of the higher education institution and the quality of education.

It is impossible to deny the necessity of effective use of economic resources in the conditions of limited independence of HEIs. However, in such a situation, the rule "we will work according to the amount of resources provided to us" applies. Efficient use of resources does not become a priority. Saving resources even leads to less allocation. From this point of view, OTM as an economic entity does not need an economic diagnosis of its activity. This task falls to the higher education governing body. However, a higher body also stands in a similar position to the OTM in front of the higher body. In general, it will be difficult to make an economic evaluation of higher education activities and to find a management body that feels the need for it.

Under the conditions of liberalization of socio-economic life, the role of HEI in the society will change seriously. On the one hand, it is necessary to supply the society with a highly qualified,

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

creative and enterprising person who meets the requirements of the knowledge economy, and on the other hand, it is necessary to implement RTD activities with the wide use of market mechanisms. Higher education will need to operate as a component of the service industry, providing its services and charging accordingly. This increases the competitiveness of higher education services, and leads to the formation of service prices based on market principles. In such conditions, the rational use of HEI economic resources and achieving high results on the basis of it is of decisive importance.

In particular, in order to fundamentally improve the quality of education in higher education institutions, to ensure their active participation in comprehensive reforms implemented in the country, to consistently implement the tasks defined in the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, the President of the Republic of Uzbekistan of June 5, 2018 "Higher Education "On additional measures to increase the quality of education in institutions and ensure their active participation in comprehensive reforms implemented in the country" was adopted. Within the framework of this Decision, a "Road Map" was developed to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country, covering the following directions [2]:

1. Improvement of the regulatory legal framework for improving the quality of education in higher education institutions;
2. Organizational measures to increase the quality and efficiency of education in higher education institutions;
3. Increasing the participation and initiative of higher education institutions in the wide-ranging reforms implemented in the country;
4. Bringing to the attention of the general population the content and essence of the changes occurring in the life of the state and society and the fundamental reforms implemented in the fields by higher education institutions through television and other mass media;
5. Effective organization of the system of implementation of research results and innovative developments of professors and teachers of higher education institutions, young scientists and students;
6. To increase the responsibility of the management of higher education institutions for active participation in the process of reforming the country.

These measures determine the economic approach to the quality of higher education, seriously change the place of HEIs in society, ensure rational use of economic resources and achieve high results based on it.

In such conditions, the economic diagnosis of the quality of higher education becomes an important element of management in the field. On the other hand, economic diagnosis can successfully fulfill its tasks if it is carried out with consistent application of the main rules of systematic analysis.

It is known that decisions that make up the main content of management are made based on the problem that has arisen. The problem is the disparity between the situation and the desired result. To determine this imbalance, you need to make a diagnosis. For this, a quantitative assessment of various aspects of the situation is necessary. By quantitative recording of economic indicators, it is determined how well they correspond to established criteria (goals, norms, forecasts, etc.). So, the diagnosis is made on the basis of a model expressed in quantities. Meanwhile, the obtained

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW
ISSN: 2319-2836
IMPACT FACTOR: 7.603
Vol 12, Issue 12, 2023

quantitative data needs to be analyzed in terms of content. Therefore, the diagnostic model is analytical in nature. In general, economic diagnosis is carried out based on quantitative assessment and content analysis, reflecting the model itself.

Diagnostics is carried out using statistical information and complex methods of economic analysis without entering the system directly. One of the generally recognized rules of economic diagnostics is the "Black Box" [8] model. It contains incoming flows (resources) and outgoing flows or outputs to the Black Box. It is considered impossible to analyze the processes taking place inside the "black box". Through economic diagnostics, the extent to which inflows are converted into outflows or the extent to which resources are used is evaluated. The number and quality of students (level of education before higher education), the number, quality and teaching loads of professors and teachers, the existing material and technical base (educational and auxiliary buildings, laboratories, technical tools and materials for educational purposes), information - communication support, financial resources will be available. Using the resources involved, HEI prepares highly educated personnel and conducts scientific research.

Although the "black box" model is very simple in appearance, there are complex aspects in its application. Because the incoming resources should be expressed by some indicator. For example, one of the indicators representing the material and technical base of higher educational institutions is the size of the educational areas measured in square meters. However, this indicator cannot show whether the learning spaces are suitable for the learning objectives. Many higher education institutions operate in adapted buildings. Of course, those who operate in specially constructed buildings have an advantage.

Among the resources included in the "black box", financial resources occupy a special place. Currently, higher education institutions are funded on a per-student basis, and the official figure is considered not to differ significantly among higher education institutions. This regulation represents the minimum costs for conducting the educational process of HEIs. The narrative is set mainly with consideration of labor costs in OTM. At the same time, the need to sharply increase financial resources for material and technical support and scientific research works is clearly felt.

In a simple approach, the activity of professors and teachers of higher education institutions is considered transparent, and training sessions equal to 2 academic hours are conducted. Uses advanced pedagogical technologies or "achieves high results with less effort." If we approach the activities of professors and teachers according to the "Black Box" module, our conclusions will change somewhat. The annual training load of an assistant or teacher is set at around 1000 hours. This means that the teacher has 1000 hours of direct interaction with students. Auditorium classes last an average of 36 weeks in an academic year, during which a teacher has to conduct 1000:36=28 hours of classes in one week. The higher education labor law stipulates a 6-day work week and a 6-hour work day. So, one week is 36 hours (6 days*6 hours), and the teacher has 36-28=8 hours left for lesson preparation in one week, and this is absolutely not enough. According to the "black box" model, a 1000-hour training load does not provide the necessary quality of education, and the involved financial and other resources do not justify themselves (Table 1).

Table 1

Teaching load and preparation work of professors of higher education institutions [1]

[1] It was developed by the author based on the data of the Naangan Engineering-Construction Institute.

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW
ISSN: 2319-2836
IMPACT FACTOR: 7.603
Vol 12, Issue 12, 2023

№	Staff of professors and teachers	Annual training load, hours (36 week)	Training load per week, hours (1:(36 week))	Preparation work for the lesson in a week, hours ((36 hour)-2)	Percentage of lesson preparation work per week, percentage (3:2x100)
		1	2	3	4
1	Head of the department	770	21	15	68
2	Professor	800	22	14	62
3	Docent	850	24	12	52
4	Senior teacher	900	25	11	44
5	Assistant teacher	1000	28	8	30

The approach through the "black box" model allows making decisions by prioritizing the content of the result, that is, the quality aspects. At the same time, the teacher-teacher's training in academic groups is considered as an educational process. One academic group covers up to 25 students. In some cases, depending on the complexity of the educational process, academic groups are divided into 2 subgroups. Therefore, an average of 10.5 students per one professor is considered a suitable condition for higher education, and the number of states is determined based on this. Such an approach does not take into account the quality of education and is aimed at keeping students engaged in educational activities or is determined by how many students the professor-teacher's activities cover. In addition, the main indicator of the activity of professors and teachers is represented by how many hours they completed the training load. In fact, the quality of education is measured, on the one hand, by how the professor prepares for the lesson process and organizes it on this basis. On the other hand, it is expressed in the embodied scientific and pedagogical potential of professors and teachers. Because the high scientific-pedagogical potential is a unique expression of the process of accumulation in HEIs. In general, it is possible to form quantitative indicators of the activity of a professor-teacher on how many students he covers, the size of the educational load, and the scientific-pedagogical potential. These indicators cannot show the expected result of education - the quality of each academic hour.

In world experience, how many students a professor covers is a quality indicator. Because, depending on the quality of the professor-teacher's lesson, groups or streams are determined by the students voluntarily, and the study load is formed on this basis. For these purposes, the Regulation of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan "On the Evaluation System of Students' Mastery in Higher Education Institutions" [9] was developed, aimed at ensuring an impartial and accurate assessment of the mastery of subjects. Tasks aimed at harmonizing international experiences, increasing students' interest in science, expanding the authority and responsibility of professors in science are defined, and there is an opportunity to compare the quality of education with the achieved results.

The above analysis is based on the use of indirect measurements and it defines the modeling techniques of economic diagnostics. Therefore, it is necessary to conduct researches using statistical methods, use of economic-mathematical models and use of linear programming that provides

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW
ISSN: 2319-2836
IMPACT FACTOR: 7.603
Vol 12, Issue 12, 2023

optimization to achieve goals with quantitative expression. In this case, the economic diagnostics carried out on the quality of higher education can be divided into three stages:

1. Quantitative assessment. Analytical operations are performed to measure quantitative indicators (make them acceptable for analysis) and make decisions. Quantitative links and regularities specific to the object are also determined.

2. Creating a mathematical model. Mathematical treatment of pointers is described by object-specific laws and mathematical relationships. Usually, the information on how close the object's activity is to the expected results and the basis for its substantive analysis is in the form of tables or formulas.

3. Finding solutions aimed at optimizing the object's activity. In the mathematical model, the factors influencing the activity of the object are included as variables. And the analysis determines the integral indicator of variable quantities (directed to the objective of the object).

Therefore, mathematical modeling allows to optimize the path in the "resource-result" chain by giving a quantitative tone to the expected results. From this point of view, economic-mathematical modeling is an important part of economic diagnosis of HEI activity. In general, models can be built on different bases: 1) models imitating the characteristics or activity of a real existing object; 2) models of any theoretical concepts in formulas or other means. Both types of models can be used in the economic diagnosis of OTM. It is possible to create a model, study the model, and draw conclusions about the real situation in the object based on the model.

One of the complex tasks in modeling in the economic diagostics of HEIs is to select specific indicators or indicators and generalize them. When describing the results of the educational process, factors may not be expressed in only one indicator, or different factors may be embodied in one indicator. In such cases, it becomes difficult to identify the indicators, that is, to select any factor to explain the result.

Therefore, the quality of higher education cannot be expressed by a single indicator or it is necessary to summarize several indicators. These indicators are called a multidimensional point in space from a mathematical point of view. When creating a model of the result, a multidimensional point is required to be considered. In this case, the results appear as an integrative quantity, and its individual elements do not have the same weight. In this case, it is necessary to study the factors that shape the result in accordance with the weight and dynamics of various elements. Or the behavior of the factors is modeled and their relationship with the outcome elements is studied.

In general, it is necessary to choose the result indicators characterizing the activity of HEIs in such a way that they are significantly connected with financial, economic and other resources and give reasonable judgments. In this regard, the existing higher education statistics are not sufficiently developed. Statistical data on the financial and economic resources of higher education are of a general nature and are not sufficient to make reasonable judgments about the real dynamics of resources.

Summary

1. The development of higher education is determined by the priorities of the national strategy. It is necessary to improve the quality of higher education and expand its opportunities in the division of labor. This allows people to fully participate in the developing innovative economy and thereby ensure their well-being.

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

2. Today, higher education is required for the ability to create high-level added value in the field of scientific and technical achievements and innovation. In this case, the quality of higher education is a guarantee of economic stability.

3. Economic analysis of the quality of higher education, identification of financial, economic and management problems, assessment and forecasting of the ability of HEIs to achieve the set goals in the conditions of constant changes of external and internal factors require strict adherence to the rules of economic diagnostics. In this regard, it is important to determine the impact of the costs on the quality of education through economic diagnostics and compare them with the expected results.

4. Economic diagnosis of higher education quality and its modeling is a complex process. This process occurs when combining indicators of different content (for example, the volume of educational services and the volume of scientific products). In this case, it is necessary to find a common unit of measurement for different indicators. In such cases, indicators that do not participate in the formation of the result may also be included in the list. Therefore, the formation of the result indicators is a very complex issue, it is horizontal (giving a general assessment of the individual teacher's activity) and vertical (generalized indicator for the department, faculty and HEIs).

5. Aggregation in the field of material production is often carried out using estimates. But even then, a partial loss of information occurs during the aggregation process. Because even the price cannot fully express all the results of production. In the field of education, the situation is much more complicated. It will not be a mistake to sum up the income for educational services and the income for scientific production as a single integrated result. However, in this process, the improvement of the quality of professors and teachers, the accumulation of knowledge resources in HEIs, and the positive impact of HEIs on many processes in society are neglected. That is why qualitative analysis is always necessary when examining the results.

6. The quality of education is one of the basic factors that ensure the economic stability of HEIs in the conditions of market relations. From this point of view, economic diagnostics can be considered as an important component of the quality of higher education, and its wide implementation affects the reliable and effective conduct of general diagnostics of HEIs.

7. The quality of higher education depends on the implementation of measures for reliable and effective economic diagnostics:

Determining the official classification of resources that provide HEI activities and conducting their statistics;

developing a system of indicators representing the quality of education and maintaining statistics;

Relying on the indicators recognized by official statistics in determining the rating of HEIs;

Development and implementation of integrated indicators on the volume and quality of educational services of HEIs, the scientific and pedagogical potential of professors and teachers, and the results of scientific activity.

REFERENCES:

1. Sotvoldiev Nodirbek Jurabaevich, & Mullabayev Baxtiyarjon Bulturbayevich. (2021). ECONOMIC DIAGNOSTICS OF HIGHER EDUCATION INSTITUTION. Web of Scientist: International Scientific Research Journal, 1(01), 1–10. Retrieved from https://wos.academiascience.org/index.php/wos/article/view/1

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR

2. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Possibilities of using foreign experience to increase the quality of education in reforming the education system of the Republic of Uzbekistan. Web of Scientist: International Scientific Research Journal, 1(01), 11-21.
3. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Directions for improving the food market in the Fergana region. Innovative Technologica: Methodical Research Journal, 2(01), 1-8.
4. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Directions for food security in the context of globalization. Innovative Technologica: Methodical Research Journal, 2(01), 9-16.
5. Jurabaevich, S. N., & Bulturbayevich, M. B. (2021). Management Of Higher Education Institution-As An Object Of Economic Diagnostics. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 1(01), 11-20.
6. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). THE ROLE OF DIAGNOSTIC MODELS IN THE STUDY OF THE ACTIVITIES OF HIGHER EDUCATION INSTITUTIONS. ResearchJet Journal of Analysis and Inventions, 1(01), 54-65.
7. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). Improving economic diagnostics and its implementation mechanism in assessing the quality of higher education.
8. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). DIRECTIONS AND PECULIARITIES OF STATE REGULATION OF THE FOOD MARKET. ResearchJet Journal of Analysis and Inventions, 1(01), 1-8.
9. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). The Concept of Food Safety and Its Scientific-Theoretical Concept. ResearchJet Journal of Analysis and Inventions, 1(01), 9-22.
10. Jurabaevich, S. N., & Bulturbayevich, M. B. (2020). THE SYSTEM OF HIGHER EDUCATION IN THE DEVELOPMENT OF THE NATIONAL ECONOMY. ResearchJet Journal of Analysis and Inventions, 1(01), 23-32.

ISSN 2319-2836 (online), Published by
ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW.,
under Volume: 12 Issue: 12 in December-2023
https://www.gejournal.net/index.php/APJMMR