ISSN: 2349-7793 Impact Factor: 6.876., Volume: 17 Issue: 02 in February 2023

HIGHER EDUCATION MODELS AND DEVELOPMENT PROSPECTS OF WORLD COUNTRIES

Raxmanov Norim Razzakovich
Associate Professor, Doctor of Economic Sciences (DSc) of
Tashkent State University of Economics

Abstract: Definitions of higher education quality are grouped in the article. Various approaches to the problem of education quality in higher education institutions have been studied. The possibilities of standardization in the modern management system of educational quality are revealed. Higher education models of developed countries are analyzed. Proposals and practical recommendations on the development prospects of higher education have been developed.

Keywords: education, higher education, quality, standard, quality management, model, accreditation.

The quality of higher education has been defined differently at different stages of society's development. Including:

Education is a goal-directed educational and training process aimed at the interests of the state, society, and citizens, and it is a process aimed at ensuring that learners achieve the results and achievements set by state educational standards and requirements.

Quality is a complex philosophical, economic and social concept that has many definitions. While Aristotle explained quality as distinguishing between objects with the signs of "good and bad", according to Ibn Sina, quality is based on experience, analysis, synthesis, and generalization. Alisher Navoi considered the concept of quality in connection with concepts such as knowledge and wisdom. Hegel described that the quality is determined primarily by the real, concrete existence of the thing, and when the thing loses its quality, it loses its identity.

As a general concept, quality is a set of characteristics and private signs of products, materials, work, work, services, etc., based on meeting the needs and requirements of people, and is evaluated by their full compliance with the requirements and their tasks. Such compatibility is mainly determined by standards, contracts, agreements, and consumer requirements[1].

Since the 90s of the 20th century, the quality of education, the quality of intellectual resources, and the quality of human life began to appear as the main factor.

The quality of education is considered a social category and determines the state and result of the educational process in society, as well as the formation and development of a person's professional, domestic and civil competence, in accordance with the demands and needs of society. The quality of education is evaluated through a set of indicators describing various aspects of the educational activity of the educational institution. These indicators include educational content, teaching forms and methods, material and technical base, staff structure, etc., which ensure the development of the competence of learners.[2]

The quality of higher education is a multifaceted, multilevel dynamic concept related to the contextual indicators of the educational model, institutional goals and objectives, and specific standards of the educational system, educational institutions, curricula, and disciplines.

[1] Lazar Vlasceani, Laura Grungerg. Quality Assurance and Accreditation: A Glossariy of Basic Terms and Definnitions.Bucharest, 2004.Unesco.

[2] Раҳимов О.Д. Таълим сифати ва ҳаёт сифати (Ўқув услубий қўлланма). – Қарши: 2015. – Б. 23.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

Therefore, it is necessary to look at the problem of the quality of education in educational institutions from two different perspectives:

- from the point of view of the educational institution. In this case, the direction of marketing research is determined by the compliance of the educational process with the state educational standard.

- from the point of view of consumers of the educational system. The direction of marketing research - the education system is evaluated by the level of satisfaction of consumer requirements.

In evaluating the indicators of the quality of learners, the level of professional knowledge in the field of study, knowledge of information technology, knowledge of a foreign language, enthusiasm for studying in a particular field, interest, intelligence, spirituality, talent, memory capacity, discipline, demandingness, work ability, observation, Factors such as planning one's position are important.

Factors such as the demand for graduates, their competitiveness and achievements in the labor market are directly related to each other and complement each other.

Therefore, the conclusions of the managers of production enterprises are also important in determining the level of knowledge and qualifications of a graduate. In order to evaluate the rating of the higher education institution, it is appropriate to form and monitor the database on the position of graduates in production.

From the above information, the fact that the development of the education system in any country is an urgent task, it requires a large amount of research and scientific research on the issues of the development of this system.

One of the main documents in the modern management of the quality of education is standardization. According to the definition of the International Organization for Standardization (ISO), standardization is the process of establishing rules and requirements for the purpose of ordering in a certain field, and observing safety and functional conditions in order to achieve the overall maximum economy.

The main functions of standardization:

- classification of objects created by people in different countries (products, services, works, processes);

- approval of the requirements for classified objects in normative documents;

- establishing the rules of application of normative documents.

Principles of international standardization:

- Complexity of standardization. The principle of comprehensiveness is the establishment, approval and application of regulatory documents based on the systematization and optimization of the factors that determine the quality of products that meet the relevant requirements.

- Further development of standardization. This principle is related to changes in product quality requirements over time, product improvement. The development of modern technical means, remote control, innovative technologies require the emergence of new objects, the adoption of new standards.

- Description (classification). This principle provides for the description and systematization of the standardized object.

The ISO charter defines the organizational structure, the activities of the main bodies and the working methods. The main activities of ISO are:

- adoption of international standards by agreement of all ISO members;

- influencing the introduction of new improved standards;

- organization of information exchange about technical committees and members of the organization;

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

- establishing cooperation with other international organizations.

Quality management system. The quality of the education system is currently being given great importance in all countries of the world. Heads of state, management bodies of the educational system, management of HEIs attach great importance to the quality of education, the high qualification and level of knowledge of the graduates.

ISO (International Standard Organization). Many organizations operate in the field of international standardization. Among them, the international standardization organization International Standard Organization (ISO) is the most prestigious in this field. It was established in 1946 by the decision of the UN Committee on Harmonization of Standards at the international level. He began his official career in February 1947 and worked in cooperation with 33 countries. ISO is a non-governmental organization with consultative status of the UN. According to ISO's charter, its primary purpose is to "promote worldwide standardization."

Ensuring quality indicators in the educational system in accordance with the requirements of GOST and ISO 9001-2008 requires a great responsibility and commitment from HEIs. Evaluation of the results of the current part of the SMT is carried out based on the indicators of the ISO standard. Monitoring of the identified processes, which describe the process of introduction of SMT, is carried out and their analysis is carried out.

Quality management system - ISO-9001 provides the following:

- creating an effective organizational structure;
- optimization of management norms, processes;
- to ensure rapid response of the structure and increase its mobility in relation to the influence of the external environment.

The stages of systematic formation of quality management are as follows:

- the first stage of preparation.
- the main stage of work on the formation of the second quality management system.
- the third stage of certification of the quality management system.

The basis of the set of quality standards is ISO 9000 - a document of guidelines for the selection and implementation of quality management and assurance standards. In this regulatory document, the main principles of the policy of organizations and enterprises in the field of quality assurance and three models of quality management are shown, and the interrelationship between different concepts of quality is defined and explained in detail.

The quality management models presented in the ISO 9000 set of standards include:

The first model is the standard ISO 9001 "Quality system. A model for quality assurance during the development (design, production, installation and service) phase". This model includes all stages of the product production life cycle, i.e. design - production - installation - service.

The second model is the standard ISO 9002 "Quality system. A model for quality assurance during the manufacturing and installation phase".

The third model is the standard ISO 9003 "Quality system. A model of quality assurance at the finished product control and testing stage. The standard includes a new term for economic processes, the concept of "Confirmation level". It determines to the consumer (customer) how well the product developed by the organization (enterprise) that manufactures the product and the quality of its management meet the technical requirements of the mutually approved contract.

The fourth model is standard ISO 9004 "Quality system. Elements of the quality management system. "Guidelines" contain 20 elements of quality management in enterprises and recommendations for its application. The manager can choose the elements of quality control based on the recommendations of this standard, taking into account the specific characteristics of his enterprise.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

In the basic principles of ISO-9001 standards, continuous innovation should be the result of internal needs and opportunities, not the result of an external stimulus. The question arises: what should every educational institution do to raise the quality of education in Uzbekistan to a higher quality level today? Today, concepts such as Quality tool are widely used in leading countries: a questionnaire, instrument or tools used in quality monitoring, Assessment - a process used to measure the activity or efficiency of a system and its elements. We also encountered them in the educational process. In this case, these terms include evaluation of the result, evaluation of the management system or organized work, study, evaluation of the quality of teaching, evaluation of the quality of service to students. Of course, it is not difficult to understand that the improvement of the existing evaluation system is in the hands of each higher education institution at a time when the issue of education quality assessment has risen to the level of an important issue of the education system. At this point, we think it is necessary to pay attention to the following picture.

If we summarize the analysis of the important criteria developed on the basis of the experiences of European countries in terms of ensuring and evaluating the quality of education in higher education institutions and the factors that form their basis, the following conclusions can be made:

- the importance of the educational quality management system in the institution in the formation of effective methods and criteria for ensuring and evaluating the quality of education;
- content and effectiveness of science programs;
- teaching staff;
- effective organization of educational processes;
- wide introduction of modern innovative educational technologies into practice;
- the presence of feedback between the school, higher education institution, students, graduates, employers and the public;
- competitiveness of higher education institution graduates in the labor market.

Among the principles that determine the future of the European higher education system, the following 3 factors occupy a key place:

1. Implementation of two-level (cycle) higher education (bachelor, master).
2. Introduction of the European credit system ECTS (European Credit Transfer System), which allows transfer and completion of test units.
3. Adapting the process of accreditation of higher education institutions and higher education programs to European traditions.

The principles of the Bologna process envisage the development and application of the ECTS (European Credit Transfer System) educational outcome evaluation system aimed at solving the problem of comparing educational programs, and promoting academic mobility[3].

ECTS is aimed at solving the following issues:

- helping students to study abroad;
- providing comparison and refilling of study results when transferring studies from one higher educational institution to another;
- providing quick access to foreign higher education institution curricula and academic recognition.

In order to introduce the ESTS system, HEIs are required to:

- ensures clarity and comprehensibility of educational plans (describes complete information about the educational process);

[3] MariaRosa, AlbertoAmaral. Quality in Assurange in Higner Edication.Contemporary Debates. England, Hampsher, 2014. - P. 148.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

- helps in recognition of academic specialization (degree).
- in the curriculum, the content of the courses, the student's educational load and the study results are clearly expressed.
- maintains his/her independence and is fully responsible for the decisions made regarding the student's learning outcomes.

ECTS was created as a precursor to the ERASMUS+ program project of the European Commission, the aim of which is to support the academic recognition of all learning outcomes in the higher education system of the member states of the European Community[4].

According to its structure, ECTS (European Credit Transfer System) includes four main parts:
- information supply;
- transaction;
- credit system;
- to determine the sum of credits accumulated by the student in the academic year.

In the future, the European Council Conference (Forum Conference of the Higher Education and Research. Committee, Malta, 1994) recommended the widespread use of ECTS experience in higher education institutions. This system has been approved by major international non-governmental organizations such as the Convention of the Council of Europe (UNESCO's committee for the recognition of qualifications for higher education in the European region) and the European Association of International Education, which has more than 50 members.

Historically formed and based on self-internal evaluation of HEIs, "England model" and "French model" based on external evaluation based on the university's obligations to society and the state, as well as different models of their various combinations, are used in practice.

Currently, there are three main models of guaranteeing the quality of education in Europe:
1. Quality assessment system.
2. Accreditation system.
3. Quality audit system.

It is known that in the period of changes, the educational system requires rapid development based on social processes. Through education, a new generation capable of fulfilling future tasks is formed in the society.

Taking this into account, special attention is being paid to strengthening the material and technical base of general education schools and pre-school educational institutions, to creating the necessary conditions and opportunities for the young generation to get comprehensive education.

As a result of such reforms implemented in our country, huge economic growth indicators are being achieved, this situation is pushing the demand for qualified personnel and mature specialists to increase even more.

The satisfaction of this demand, in turn, creates the need to increase the interest in reading and classes among young people and to increase the attention of teachers to all-round education through modern social innovations.

Experts of the Independent Institute for Monitoring the Formation of Civil Society studied some best practices aimed at improving the quality of education by evaluating and monitoring the development of education and science in most foreign countries, taking into account that such requirements are very important for today's education system.

In particular, a number of international programs such as PISA (Programme for International Student Assessment), PIRLS (International Study on Reading and Comprehension of Text), TIMSS

[4] http:−−ec.europa.eu−programmes−erasmus-plus−node_en

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

(International Monitoring of the Quality of Mathematics and Science at School), which determines the quality, level and level of education in the world programs exist, and they are widely used as a criterion for improving the quality of education in developed countries. In particular, we can widely use the experiences of countries such as Spain, the Netherlands, France, Finland, and Sweden regarding the education quality assessment system. According to him, it is distinguished by the fact that it is an alternative system compared to the State Inspection, that the initiators of its creation are members of HEI associations or from the state, the involvement of qualified experts in the assessment of the quality of education, the report of the evaluation results includes: the identified shortcomings and the development of recommendations for improving HEI activity. Finally, reports are intended for the state and society (Table 2.7).

We can cite as an example the experiences of countries such as Germany, Austria, Denmark, Norway, and Sweden regarding the accreditation system. Including the availability of accreditation criteria, accreditation criteria. through the application of the technology of comparing the indicators of HEIs, recognition of the quality of education based on the results of accreditation, the existence of a collegial body that makes decisions on accreditation can be used to improve the quality of education in our republic.

As for the audit of the quality of education, we can take the experiences of countries such as Great Britain and Ireland. In particular, the process of quality audit is carried out at the institutional level, and the audit is considered as a method of evaluating the strengths and weaknesses of the internal mechanisms of quality assurance developed by the HEI, and it can be effective if it is used in the economy of our republic.

As can be seen from the above, some accreditation objectives are strictly related to the field of educational quality, while others are indirectly related to this process.

In some countries, the above-mentioned methods of evaluating higher education are used together (Sweden, Norway, Finland, Great Britain, Czech Republic, Slovenia, etc.). This evaluation system is based on the principles of Total Quality Management (TQM) and the requirements of the quality management system of the International Organization for Standardization (ISO).

Below we present the methods of evaluating the activities of higher education institutions of some developed countries.

In Great Britain, the Quality Assurance Agency (QAA), a multi-level accreditation system with the leading role of state organizations in assessing the quality of universities and their educational programs, has been established. Several higher education institutions evaluate the quality of educational programs of educational institutions based on the criteria of QAA. For example, in 1992, The Open University (Open University) established its own The Open University ValidationServices (OUVS) structure for the accreditation of educational institutions, including the activities of UK educational institutions abroad, as well as the ratification and approval of the validity of documents. reached Accreditation of educational institutions in Great Britain is carried out every 5 years.

OUVS requirements for accreditation of educational institutions are as follows:

- the state of creating an educational environment suitable for all requirements;
- independence in the implementation of educational programs;
- effective organization of academic activity;
- existence of an effective system of guaranteeing the quality of education;
- level of intellectual property (scientific potential);
- openness to external recommendations;
- financial security.

Advantages:

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

1. Wide distribution of the results of independent assessment of the quality of education forms the ranking of universities that are "informal", but significant in society.

2. The result of the independent assessment of the quality of education is accepted as reliable information by the state funding bodies of universities due to its high reliability.

Disadvantages: The presence of regional characteristics in the field of determining the quality of education can make it difficult to recognize the results of independent evaluation at the national level.

In Germany, in 1998, at the conference of the Ministers of Education, the Accreditation Council was created, which evaluates the bachelor's and master's training program. This Council develops minimum standards and criteria for accreditation agencies. The Association of German Engineers founded the Accreditation Agency for Engineering and Computing in 1999. The first accreditation organization in Germany is the Central Agency of Evaluation of Lower Saxony's Institutions of Higher Education (ZEvA). Currently, the Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN) agencies are operating. In Germany, the process of accreditation of higher education institutions is carried out according to the requirements of higher education institutions.

Advantages and disadvantages of the educational quality assessment system in Germany:

Advantages:

1. The system of independent assessment of the quality of education, despite being "young", is distinguished by its low inertia compared to others.

2. In assessing the quality of education, the employers' expert potential is fully used.

Disadvantages:

Due to the difference in the level of development of the accreditation organizations responsible for the accreditation programs in the areas of specialist training, attention has been diverted to the areas of professional and technical training.

In France, the "National Committee for Quality Evaluation" (Comite National d'Evaluation - CNE), created in 1985, deals with the accreditation of educational institutions. The committee has special authority and is subordinate only to the First President of the Republic. Its composition consists of 17 people and is personally appointed by the head of state for a period of 4 years. Committee members have the right to involve 700 specialists in the work process, 5% of them should be foreigners.

In France, quality assessment is considered a matter of state and social importance, and the quality assessment of the education system is carried out independently of educational institutions.

Advantages and disadvantages of the quality assessment system of education in France:

- Advantages:
- 1. Systematization and specialization of education, orientation towards economic development of the country.
- 2. Practical uniformity of the quality of education in the capital and regions.
- Disadvantages:
- 1. Lack of a specific boundary between secondary and higher education.
- 2. Full centralization of education management and limited autonomy of HEIs.
- Accreditation of the quality of education in the USA is a system of monitoring the quality of education, based on taking into account the interests of all parties interested in the development of education. It embodies state and public controls. In the USA, HEIs are usually accredited every 3-7 years.
- In the US, there are two types of accreditation systems, institutional and specialized.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

- In the specialized (professional) assessment, the purpose of training a separate educational program and specialties and the conditions for achieving it are accredited. Institutional accreditation is considered if the activity of the educational institution is fully evaluated.
- Institutional accreditation standards (indicators) constitute the main content of evaluating the effective activity of universities in accordance with their mission.
- Some gaps in the institutional accreditation process can be filled by achievements in other areas, but specialized accreditation assesses the degree to which an educational program meets demand. Accreditation of educational programs (specialization) is carried out only when HEIs meet all other criteria.
- The main functions of specialized accreditation include:
- - helping applicants to choose a higher education institution;
- - to help state bodies in making a decision to support this OTM;
- - to assist private enterprises and organizations in drawing conclusions about spending their funds on this OTM[5].

Advantages and disadvantages of the US educational quality assessment system:

Advantages:

1. A diversified system of quality control based on regional and professional organizations clearly demarcates powers between different accrediting organizations.

2. The large number and autonomy of regional accreditation organizations ensures the flexibility and adaptability of the entire educational quality assurance system.

Disadvantages:

1. The lack of centralization of the educational quality control system makes it difficult to adopt a coordinated policy in the field of educational quality management.

2. An increase in the number of accrediting organizations may lead to an increase in the probability of duplication of their functions.

Quality control and accreditation in the Korean higher education system is carried out by the Ministry of Education, Science and Technology. The ministry also authorizes the establishment of educational institutions and faculties and sets admission quotas.

Institutional accreditation within universities is carried out by the Korea Council for University Education (KSIE). To date, 201 universities have been accredited by KSIE.

Advantages and disadvantages of the education quality assessment system in South Korea:

Advantages:

1. The educational system is aimed at the economic development of the country and increasing the competitiveness of the state in the world market.

2. Diversity of educational programs and forms, flexibility, availability of correspondence education.

Disadvantages:

1. There is a hierarchy of HEIs, and a diploma from a reputable HEI is highly considered in hiring.

2. Despite the fact that 80% of HEIs are private, rectors and members of the board of trustees are appointed only with the approval of the Ministry of Education, Science and Technology.

In short, the goal of higher education is to meet modern requirements for the quality of highly educated specialists for independent work in the chosen field of knowledge, capable of ensuring

[5] Система образования в США [Электронный ресурс] – 2010. http:−−www.xserver.ru−user−sousa−

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS

scientific-technical, economic, social and cultural development, having high moral, cultural and ethical qualities. is to ensure training of competitive personnel.

However, in the conditions of the insufficient material and technical base of the higher education system, the need to improve the system of material incentives for professors (low salary), the implementation of this event will not be sufficiently effective.

All this requires determining the demand for highly qualified specialists at the macro- and microeconomic levels and developing long-term forecasts. Improving the quality of the higher education system, the level of stimulation of professors and teachers and scientific-research works is related to the issues of their financing.

References:

1. Раҳимов О.Д. Таълим сифати ва ҳаёт сифати (Ўқув услубий қўлланма). – Қарши: 2015. – Б. 23.
2. Рустамова Д.Д. Ривожланган хорижий мамлакатлар таълим тизимини бошқариш ва молиялаштириш тажрибалари.// Ж. Таълим, фан ва инновация. – Т.: № 2, 2015. –Б. 28.
3. Житовская И.Г. Проблемы развития высшего образования ФРГ// Ж. Экономика образования. – М.: №. 3, 2004. – С. 93-95.
4. Sotvoldiev N.J. Economic diagnostics of the quality of higher education and the basics of its modeling// J. South Asian Journal of Marketing & Management Research. - India: Issue 8, 2019. - pp. 79-88.
5. Sotvoldiev N.J. Economic diagnostics of higher education institution and its mechanism of action // J. The American Journal of Applied Sciences. – USA: Volume 2, Issue 8, August 2020. - pp. 174-181.
6. Sotvoldiev N.J. Improving economic diagnostics and its implementation mechanism in assessing the quality of higher education// Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL). – 2020. № 1. – pp. 1-10.

ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES.,
under Volume: 17 Issue: 02 in February-2023
https://www.gejournal.net/index.php/IJRCIESS