

<sup>1</sup>Urinov Bakhrom Jamoliddinovich  
<sup>1</sup>Namangan State University., Uzbekistan

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**Abstract:** *The widespread introduction of new pedagogical technologies in teaching students of higher educational institutions and the effective use of innovative technologies are the main support for improving the quality of education. This article focuses on what reflects the quality of education in the higher education system, the factors that characterize the quality of education and quality assurance.*

**Key words:** *quality of education, factors, rating, quality assurance.*

The President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the ongoing comprehensive reforms in the country" Resolution No. 3775 sets the task: The country's universities are fundamentally reforming the education system.

What is the quality of education in higher education?

The quality of higher education is one of the most pressing problems not only in Uzbekistan, but also in developed countries, which has been very active for over thirty years. Quality is a key parameter that determines the social significance of education. The concept of quality, which includes the economic, social, cognitive and cultural aspects of education, can be viewed as an integral characteristic of the results of educational activities. It covers all key functions and areas of activity, including the quality of personnel, educational programs, student training, infrastructure of higher education institutions.

According to foreign scientists [1], the quality of higher education consists of the following factors:

- 1) a special process, the achievement of positive results by students upon graduation.
- 2) the process of improving the educational process
- 3) feasibility, i.e. Fulfillment of requests, requirements and expectations of consumers.
- 4) investment results;
- 5) transformations reflecting changes in the creation of opportunities for students and the development of new knowledge.

Thus, many countries are actively involved in improving the quality of higher education, and the number of such countries is constantly growing.

In countries that have set themselves the goal of improving the quality of education, higher demands are placed on the quality of higher education. Because it occupies a special place in the structure of professional education. Higher education is a mechanism for the reproduction of the entire system of education and science. Consequently, the tendency towards the formation of a new quality of higher education should prevail over the processes of changes in the entire system of continuous education.

Within the framework of the higher education system, various social groups directly or indirectly involved in this area are faced with the problem of assessing its quality: governing bodies

(ministries, departments, etc.), Interested in creating a rating of higher educational institutions and determining them; the administration of the university, on the one hand, is accountable to a higher authority, on the other hand, it is interested in increasing the prestige of its educational institution; provide accurate information about the quality of education that students, applicants and their parents want to receive at a particular university; and, finally, our entire society is interested in improving the quality of education - development in the mainstream of civilization is impossible outside the sphere of high-quality education.

The above-mentioned issue of creating a rating of higher educational institutions is not new for our country. At the initiative of the head of our state, a system for determining the ratings of higher educational institutions has been introduced for several years in order to include them in the list of the strongest universities in the world. When analyzing the criteria for determining the rating of higher educational institutions, approved by Appendix 2 to the Regulation "On the procedure for determining the rating of higher educational institutions", approved by the Cabinet of Ministers on June 7, 2019 No. 467, there is an imbalance in the distribution. In particular, in the first section of the Criterion, aimed at assessing the scientific activities of professors and teachers, both scientific articles in scientific journals of the republic and published monographs were assigned the same score of 2 points. Indeed, there is a big difference between the structural and scientific aspects of scientific articles and monographs. In addition, patents for inventions, utility models, industrial designs and breeding achievements (based on documents approved by the relevant organizations) receive only 1 point, and the process of obtaining this patent should take at least 3-5 years. disproportionate to the points received. The certificates for information and communication technology programs and electronic databases referred to in the following paragraph, the score assigned to various copyrighted materials is also 1. However, in terms of cost, it is surprising that this invention equates to the received utility model patents, industrial samples and breeding achievements.

For comparison, it should be noted that when determining the ranking of Russian universities, the main criteria were the quality of education, the demand for graduates from employers and scientific activity. So, the quality of education plays an important role in the ranking in the first place.

To assess the conditions for quality education in Russian universities, analysts chose 16 criteria, divided into four groups: the level of teaching, international integration, the availability of resources and the demand for the university among applicants. [4]

The level of teaching was assessed based on how many teachers per 100 students and what percentage of teachers were members of state academies of sciences. This indicator is also influenced by the number of victories of university students at international Olympiads and the level of teaching.

Universities with the largest proportion of full-time international students with the highest international integration scores, as well as students who completed at least one semester of internship abroad and received two diplomas after graduation.

The resources of the university include financial security, the amount of free financial support provided to the university by people and companies, and expert opinion.

The demand among applicants was calculated based on the average tuition fees, the share of Olympiads, the budget and the average grade at the conclusion of the contract.

There are many approaches to assessing the quality of higher education, and the indicators are improving. It should be noted that the quality has been and will be assessed even if the experts are aware of the imperfection of the assessment procedures. No wonder. According to the American R. Miller in his article "The Movement for the Quality of Higher Education in the United States," overall quality management is one of the many management strategies that have become popular over time, and strategies come and go. Usually the relevance of each lasts no more than seven years. Then new ideas come into vogue, because there are other ways to achieve the desired result. [2]

With the emergence of private universities and the growth of competition, the problem of the quality of education is becoming more and more urgent. The relevance of the development of criteria for assessing the quality of education lies in the fact that it can be assessed as a special social order offered to science in modern conditions.

A special stage in ensuring the quality of education has been reached in Bangladesh. It assesses the experience of a culture of quality implemented by academic and administrative leaders at the country's non-profit private universities. A national quality system has been introduced, determined by the state. An institutional quality assurance strategy was developed to ensure that every university in Bangladesh meets the requirements set out in the Strategic Plan for Higher Education 2006–2026 and implements its approach to higher education. Higher education institutions simultaneously review and monitor internal self-assessment as well as external quality assurance.

In conclusion, we note that the issue of ensuring and improving the quality of education in higher educational institutions differs from each other to the extent that it corresponds to the educational policy of each state. In particular, in Uzbekistan, achieving moderation in the quality of education in a certain sense is the goal of the first stage, while ensuring the quality of education in the later stages should be the main task. Only then will there be a high level of competition between public, non-profit and private higher education institutions.

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