

MODELS OF IMPROVING THE QUALITY OF HIGHER EDUCATION

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Abstract: The socio-economic importance and cultural aspects of the concept of higher education quality are analyzed in the article. Various scientific approaches to rating the quality of education have been described. Different national systems of ensuring the quality of education in practice in the world are compared. Internal and external evaluation mechanism of higher education quality improvement models is analyzed. Models of quality assurance of higher education and the effectiveness of their use have been determined in world practice. In particular, the international reputation of the French model, the English model and the Bologna model and the possibilities of using these models are revealed. A scientific proposal and practical recommendations have been developed for the implementation of international requirements and recommendations aimed at ensuring the quality of higher education in Uzbekistan.

Key words: quality of higher education, educational processes, educational standards, educational programs, educational criteria, French model, English model, Bologna model, globalization.

INTRODUCTION:

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.

Today, higher education is required for the ability to create high-level added value in the field of scientific and technical achievements and innovation. As a result, the necessity of economic analysis of the quality of higher education, identification of financial, economic and management problems, assessment of the ability to achieve the set goals in the conditions of constant changes of external and internal factors was shown.

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].

In general, in higher education, as in other fields, quality performance is one of the main factors that ensure competitiveness and save costs. Economic, organizational, informational and legal support is necessary to ensure the socio-economic efficiency of higher education at a stable level and raise it to a new quality level of development. In this regard, the development of scientific proposals and practical recommendations for evaluating the quality of higher education results determines the relevance of the chosen topic.

The main part

Issues of improving the quality of higher education have been researched by foreign and

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national scientists. 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.

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 [2]. 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 specific specific standards [3]. 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 personnel, information and methodological support, educational technologies and scientific activity [4].

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 [5]. 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 [6].

Today, studies are being conducted to assess the processes of socio-economic development and to carry out economic diagnostics. It is important that directions such as identifying existing problems and trends, substantiating modernization measures, approaching issues of further development on a scientific and practical basis are covered [7]. Also, researches aimed at such areas as improving the quality, developing new methods and reserves for increasing the level of service and operational efficiency, and introducing the "benchmarking" system for evaluating the effectiveness of the management system are also being conducted [8].

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. In this regard, the development of methodological approaches on the possibilities of using the foreign experience of improving the quality of higher education in the reform of the higher education system of Uzbekistan is of urgent importance.

One of the priority areas of implementation of a strong social policy in Uzbekistan is to improve the higher education system and bring its quality up to world standards. Improving the quality of higher education ensures the stable development of the country's economy and its global competitiveness, increases the competitiveness of graduates of higher education institutions in the labor market, and ensures the recognition of qualification levels for the export of educational services and citizens and organizations of foreign countries.

Globalization processes in the world, internationalization of economy and business require national higher education systems to prepare qualified personnel who can work effectively in the rapidly changing global labor market. In addition to being a social good, higher education is becoming a customer-oriented educational service system.

The concept of the quality of higher education was first used in the economic literature in the 19th century, and it gained its full value when the classical higher education system reached its maximum level of development. The quality of education represents the socio-economic importance of the educational sector, and the description of educational activities includes its results, economic, social cognitive and cultural aspects. In the economic literature, there are different scientific approaches to rate the quality of education. According to the first approach, the quality of higher education is described depending on the factors affecting it. Including requirements (goals, standards, educational criteria); provision of resources (educational programs, personnel capacity, contingent of applicants, infrastructure, material and technical support, finance); educational processes (scientific and educational activities, management, educational technology) and other factors are taken into account.

In the second approach, it is given based on the demand of the laws of the market economy in relation to the beneficiaries who are interested in the development of the education system. All rates given to the quality of education are compared with certain base norms, standards, requirements, goals.

The formation of an effective system of ensuring the quality of education is considered a strategic priority and requires the active cooperation of all subjects of education policy (national, regional, international, institutional).

Different national systems for ensuring the quality of education in practice in the world differ from each other in many aspects. The higher education system in the member countries of the Organization for Economic Cooperation and Development is grouped according to the following criteria: the number of higher education institutions, the structure of higher education management, the grouping of higher education institutions, and the level of organizational autonomy. National systems of quality assurance of the higher education system differ in the following aspects:

- rights of the government;
- level of involvement of public and trade unions;
- statement of goals and objectives;
- criteria and procedure.

This situation is determined by the differences in education systems in different countries, including the management of the educational process and cultural traditions.

In world practice, the following models of higher education quality assurance are distinguished:

French model - internal self-evaluation of the higher educational institution is given a nominal place, the main emphasis is on effective external evaluation of the higher educational institution by the state or public organizations. The "English (Anglo-Saxon)" model is used in Germany, France, and Scandinavian countries. In this model, the internal self-evaluation of the higher education institution takes a decisive place, and the expert evaluation of the quality of external professional, social education is taken into account, and it is widely used in Great Britain, Ireland, the USA, Latin American countries, the Philippines, and Taiwan.

The "French model" of higher education quality assurance systems, the "continental" model of educational institution management is based on the following principles:

establishment of centralized control of the state's policy of paternalism in relation to the higher educational institution by state management bodies in regulating the development of higher education (the Ministry of Education, the Ministry of Education);

- limiting the independence (financial and academic) of the higher educational institution;
- the presence of a strongly stratified system in obtaining university education (usually free);
- state property taking a leading place in education.

In these cases, quality assurance of education is carried out by official state agencies and financed by the government. Such quality assurance systems are subject to government control, licensing, state accreditation, certification, inspection, comparison of different higher education institutions, and allocation of financial resources.

The English (Anglo-Saxon) model is based on the following principles of the "Atlantic" model:

independence of the higher education institution (a liberal approach to the development strategy of universities is typical);

higher educational institutions have great autonomy, including rational financial and economic independence of each university;

the service of the higher education system is paid;

the share of non-state property in the education system is high.

The "American model" of improving the quality of education is based on the accreditation of educational institutions and educational programs and is an effective combination of the "French" and "English" models. A self-assessment system has been developed in US universities. In other words, American higher education is largely controlled by institutions of higher learning. The process of accreditation of universities is carried out by the association of regional universities and colleges. Specialized higher education commissions operate within these associations and accredit higher educational institutions in the region. Accreditation of US educational institutions is a collective regulatory system of ensuring balance between the right of higher education institutions to academic freedom and their responsibility and accountability to the state and society. At the heart of the US self-regulatory system is evaluation at the higher education institution level aimed at improving the educational system.

- The Bologna model of improving the quality of the higher education system is based on the following principles: voluntary participation and preservation of national identity, including convergence of national higher education systems. Its basic rules were stated in the Bologna Declaration adopted by 29 European countries in 1999. The aim of this model is to have access to the European education system and to increase its reputation and competitiveness at the international level.

At the beginning of the 21st century, due to political and economic changes in most countries, the convergence of education quality improvement systems is observed. These changes are strongly influenced by the Bologna process of improving the quality of higher education.

The "Bologna model" operates on the basis of the following principles:

reduction of centralized control over academic and scientific research activities of higher educational institutions and expansion of their independence and responsibility;

existence of higher education institutions and higher education evaluation organization independent of the national, state education management structure;

mutually convenient criteria for assessment and provision of educational quality and their use;

full participation of higher education institutions in the assessment process;

to change this procedure as follows, first of all, the self-assessment report should be submitted and compared with the external auditor's expert opinion.

Thus, all educational quality improvement models are based on internal and external evaluation, and the exact mechanism of their implementation may be different. External control of higher educational institutions is focused on collecting quantitative indicators of the university, and identifying the achievements and problems of the quality of education does not allow planning to improve the quality of education.

Educational quality systems organized by the universities themselves are considered a promising form of self-regulation, and each higher educational institution develops its own

conceptual drawing assessment strategy and program, the methodology and implementation plan for achieving it in accordance with its goals, tasks and resources.

CONCLUSION

In Uzbekistan, the legal basis of the system of control and evaluation of the quality of the educational process and personnel training has been formed. The state system of attestation and accreditation of higher education institutions of Uzbekistan to a certain extent meets the requirements established within the framework of the Bologna process of improving the quality of education. Needs improvement in some areas. In Uzbekistan, employers and students do not actively participate in the process of ensuring the quality of higher education. The practice of self-assessment at the level of international standards has not been established, the regulatory and legal basis for its implementation is insufficient. In the field of external evaluation, the legal and regulatory basis of the system of socio-professional examination of educational institutions is not perfect. According to the analysis, the main focus in ensuring the quality of education in Uzbekistan is not on improving the quality of education, but on reporting. The passivity in the implementation of the internal system of education quality assurance is related to the lack of information supply and the lack of sufficiently qualified personnel. The external mechanisms of ensuring the quality of education are not focused on the strategy of improving the quality of education, but on the control of compliance with the established requirements of the organization of the educational process.

Currently, with the implementation of international requirements and recommendations aimed at ensuring the quality of education in Uzbekistan, the system of improving the quality of education needs improvement, and it is desirable to implement the following:

it is necessary to ensure broad and active participation of students, employers, public organizations interested in improving the qualifications of graduates in the process of improving the quality of education by introducing a system of regulation and incentives of legal and normative documents;

attention should be paid to the final results of students' studies, including job placement in their specialty;

focusing on the internal mechanism of improving the quality of education provides an opportunity to strengthen the internal incentives of professors working in the higher education system to improve the quality of education;

it is necessary to achieve a balance between reporting and improving the quality of education, because the ultimate goal of measures aimed at improving the quality of education is to improve its quality. The report represents the current state of the educational process;

it is necessary to widely publish and announce the results of certification and accreditation of higher educational institutions in the mass media and the Internet;

international comparative comparison of the quality of education should be carried out at the level of higher educational institutions and official state agencies that ensure the quality of education.

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