

EFFECTIVENESS OF ECONOMIC ASSESSMENT OF THE QUALITY OF HIGHER EDUCATION

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Abstract: In the article, studies revealing the essence of higher education quality are divided into groups and modern approaches are summarized. An author's approach to the socio-economic interpretation of the quality of higher education has been developed. Levels of economic development are determined based on the quality of higher education. A scientific conclusion and practical recommendations aimed at ensuring the quality of higher education and implementing comprehensive measures have been developed.

Key words: higher education, quality of education, quality assessment, systematic approach, higher education institution.

Today, a large-scale scientific research is being carried out aimed at improving the quality of higher education. In this regard, the analysis of the conditions for the emergence of the scientific category of "higher education quality" and the problems of development is of particular importance.

At this point, a legitimate question arises: when and how did the issue of the quality of higher education arise in developed countries and why did it become relevant? Interest in the issues of improving the quality of higher education began in Western countries in the 1970s-80s. Of course, during this period, the need to develop scientific research in industrial sectors arose, and the share of the service sector in the gross domestic product increased. This led to an increase in the need for higher education and increased interest in quality education. In the process of improving the quality of higher education, a change in the relationship between higher education and the state, namely, the decentralization of higher education institutions (HEIs) and their autonomy, had a strong impact [1].

In the European Union, interest in the quality of higher education has been shaped by the following factors [2]: the growth of income from public funds of higher education institutions; the increasing impact of higher education on the local, regional, national and global economy; the emergence of the Bologna process in Europe; the globalization of higher education; the development of competition and marketing in higher education.

In general, in world practice, the increasing connection between higher education and economic growth has automatically formed the requirements for the quality of higher education. In this case, higher education is considered a sector of the economy, and higher education results are required to meet the requirements of the sectors of the economy. After all, in the era of changing civilizations and globalization, the competitiveness of a country largely depends on the level of quality of higher education, the higher it is, the higher the competitiveness of the state in the international higher education market. These factors have turned higher education into a sector that is fully subject to market mechanisms, has acquired an important role in its relationship with economic sectors, and today the quality of education is reflected in market demands.

Therefore, the issue of quality assessment in higher education on a global scale emerged as one of the most pressing issues at the end of the 20th century. At a conference held by the United Nations Educational, Scientific and Cultural Organization - UNESCO in 1998, a global declaration was adopted, and its 11th article was called "Quality Assessment". It was emphasized that the quality of higher education is a multidimensional concept that encompasses the educational process and institutional systems. This concept includes educational and academic programs, scientific research, professors, teachers, students, educational buildings, material and technical base, equipment, programs that determine the quality of the academic environment, and training of quality personnel

for society. Information is also provided about organizations that assess quality [3]. However, no final decision has been made on the definition of the concept of “quality of higher education” and its socio-economic interpretation.

There are different views of scholars from foreign countries on this issue. In particular, according to the traditional meaning of quality, it is the ability to deliver products, provide services and achieve success at the level required by customers, to have an image, or quality is assessed by the attention paid to the needs and requirements of customers [4]. In higher education, quality is a multifaceted, multi-level and dynamic concept that depends on the content of the educational model, the mission and objectives of the institution, and specific standards [5].

Thus, the concept of quality in higher education is complex and multifaceted. Therefore, the definition and assessment of quality in higher education has always been controversial. For example, according to K. Campbell and K. Rosnia, the quality of education is not assessed and measured, but is recognized by scientists where and when quality is provided [6]. British scientists N. Jackson and H. Lund are based on a conceptual system in their approach to the issues of assessing and determining quality in higher education [7]. This conceptual system consists of such elements as “Input and Resource”, “Process”, “Result and Goal”. Norwegian authors E. Cheng and V. Tam divide the factors affecting the quality of education into internal and external groups [8]. Here, internal group factors consist of students, teachers and employees, while external group factors consist of ministries, state and private organizations, regional government bodies and applicants.

In studies conducted in the CIS countries, the quality of higher education is defined as the degree of conformity to the requirements and the characteristics of the quality of educational outcomes and quality assurance systems are determined [9]. National systems of ensuring the quality of higher education differ significantly depending on the educational system in different countries, the organizational and cultural traditions of the states. In particular, national systems of ensuring the quality of higher education differ from each other in the following indicators: the authority of the government; the degree of involvement of organizations of society and trade unions; the statement of goals and objectives; criteria and food [10].

According to S.D. Ilenkova, the quality of higher education is the requirement for knowledge acquired to achieve a certain goal and improve the quality of life. The quality of higher education is determined by its relevance, depth, and the requirement for work after graduation [11]. According to D.I. Bogdan and O.V. Vlasova, the study of the quality of higher education is based on the following approaches: institutional, systemic, managerial, axiological (values), and public [12]. For example, the institutional approach to the quality of higher education consists in identifying the normative requirements of society for higher education as one of the most important subsystems, which is the need to meet the criteria for effective activity [13].

In the conditions of Uzbekistan, the quality of higher education is a multifaceted concept. Quality should cover all functions and activities in the field of education - educational and academic programs, scientific research and scholarships, full provision of specialized personnel, students, buildings, material and technical base and equipment, all work aimed at the well-being of society and the academic environment [14]. Also, the formation and functioning of the national economy and education, regardless of its type and stage, in the conditions of a market economy is based on the criterion of quality. Ensuring quality in the field of higher education leads to the training of advanced personnel. This is an axiom that does not require proof, and has become the main issue of the Government of the Republic of Uzbekistan, the Ministry of Higher and Secondary Specialized Education, and higher educational institutions [15]. At the same time, research shows that the main issue in improving the quality of education is that the content of education should meet the needs of current production and society, and should be able to form important professional qualities in future specialists in students during their education [16].

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Thus, for the first time in economic literature, the concept of "quality of higher education" began to be used in the 19th century and received a full rating when the classical higher education system reached its maximum level of development. In this case, the quality of higher education reflected the socio-economic significance of the educational sphere, and the description of educational activities included its results, economic, social and cultural aspects. Therefore, various scientific approaches to rating the quality of higher education were formed in economic literature. According to the first approach, the quality of higher education is characterized depending on the factors affecting it. In particular, requirements (goals, standards, educational criteria), resource provision (curriculum, personnel potential, 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. The second approach is based on the requirements of the laws of the market economy, in relation to the beneficiaries (state, organizations, etc.) interested in the development of the higher education system. All tariffs for the quality of education are compared with certain basic norms, standards, requirements, and goals.

Summarizing the above analyses, studies aimed at revealing the socio-economic essence of the scientific category of "quality of higher education" can be divided into the following areas: improving the quality of education; methodological support for determining the level of quality of education; information support for research conducted in the field of quality of education.

However, in the above studies, there are conflicting views between the development of a market economy and their transfer to the quality of higher education. In most studies, the scientific category of "quality of higher education" is considered not as a sector of the economy, but as an educational process. The fact that the quality of higher education belongs to the leading sector of the national economy or the service sector is not taken into account. This requires a comprehensive and systematic study of the problems of quality of higher education from an economic perspective.

In particular, M.V. Lybanova proved that the concepts of "quality" and "competitiveness" are not the same characteristics in relation to graduates of educational institutions [17]. The research of Yu.G. Kislyakova and others is devoted to improving the quality of professional training of university graduates, in which the method of quality assessment is based on the qualimetric approach [18]. V.A. Dorzhdeeva proposed the indicator of "quality of life associated with education" in the assessment of education [19].

In addition, E. Winter puts forward the idea that "to improve the quality of educational services, students and employers should be considered as buyers and consumers of the services offered" [20]. The main idea of Sukhochev's research is to prove that in innovative processes, a high level of entrepreneurship is required from specialists with higher education, and high-quality training of personnel is required from universities [21]. Yu.I. Semenova believes that in ensuring quality, it is necessary to distinguish between universities, curricula and degrees, scientific research programs, and personnel assessment factors [22].

G.N. Ahunova concluded that "the quality of specialists trained in educational institutions of Uzbekistan in many cases does not meet the growing requirements of the practice of a market economy" [23]. M.Kh. Saidov's research distinguished three components of the quality of higher education: the quality of educational content; the quality of teaching and upbringing methods; the quality of personal education [24]. According to B. Berkinov, "The quality of education should meet such requirements that the behavior (morality) of a person is organized in the direction of the mission of society" [25]. R.A. Rakhmanbayeva emphasizes that "the phenomenon of education quality is a multidimensional concept that suggests the existence of different groups of consumers who differently evaluate and apply the results of the activities of an educational institution" [26]. According to T.Z. Teshaboev, any economic problem with assessing quality, by its very nature, requires the description of the observed object using quantitative indicators [27].

In general, there is no clear economic definition of the category of “quality of higher education”, and different definitions have been proposed in some concepts.

In our opinion, the complexity of the concept of “quality of higher education” can be explained by the following considerations:

firstly, the quality of education is the quality of service. This point of view corresponds to technogenic civilization. Today, this view does not fully reflect the current situation;

secondly, the quality of higher education is considered to be a service to a certain extent, but a special type of service, the basis of which is very clear. This point of view corresponds to the period of transition from technogenic civilization to a civilization based on innovation. However, this diversification of the conceptual basis does not fully reflect the state of the market.

thirdly, higher education is a special type of human intellectual activity. Therefore, understanding and assessing “quality of higher education” and “quality of higher education services” in the same sense indicates the complexity of these objects.

At first glance, the above considerations are complementary and supportive of each other. The complexity of the higher education system is one of the main difficulties in understanding the quality of education today. Therefore, the quality of higher education as a process and as a part of the economy provides a completely different meaning. At the same time, it is becoming increasingly important to consider the scientific concept of “quality of higher education” in strict harmony from the “process” and “economics” perspectives.

As is known, an analysis of existing definitions in the economic literature allows us to conclude that the concept of “quality of higher education” does not mean the quality of the educational process and upbringing, but their result. In this regard, the result of the activities of a higher educational institution is, first of all, the trained personnel and their quality. At the same time, along with the professional qualities of personnel, humanitarian qualities are also important for society, and these two sides cannot be separated from each other. However, in conditions of market relations, the professional quality of personnel (ability to create value) objectively comes first. In this regard, the rating and assessment of the activities of higher educational institutions requires economic approaches.

As is known from world experience, as a result of economic liberalization, the role of market relations in socio-economic life is positively strengthened. The market form of social relations serves to use the resources at the disposal of society with greater efficiency, to save them, and at the same time to improve the quality of education. The socio-economic development of the early 21st century is explained by the sharp increase in the human factor in the structure of resources. On the one hand, this resource has risen to a qualitatively new level, and on the other hand, society's investments are increasingly being directed to its creation.

Currently, higher education institutions have to operate in conditions where market relations prevail. Therefore, the importance of the financial stability of higher education institutions is increasing. The rational organization of economic processes contributes to the consistent and highly effective implementation of educational and scientific and research processes in higher education institutions, the effective use of scientific and pedagogical potential and material and technical base. It can be seen that the financial and economic possibilities and stability of higher education institutions are gaining special importance, which makes the development of measures of economic assessment of the quality of education an objective necessity.

In terms of market relations, the following scientific and practical conclusions can be drawn from the point of view of the scientific category "quality of higher education":

if the management in higher education is interested in the educational process, the customers are more interested in the quality of the educational results (proportionality to the needs of the state, individual and society);

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the growing demand of groups interested in higher education in world practice is increasing the interest in increasing the quality. The field of higher education occupies a special place in the formation of human capital. The share of highly educated specialists in the total number of employment in the national economy is observed in all countries;

in the conditions of market relations, the financial and economic possibilities and stability of OTM are of particular importance. In order to assess the situation, forecast it, and consider measures to further improve it, it is important to determine the impact of the expenditures on the quality of education and compare them with the expected results.

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