

**Khojakhonov Marufkhan Khamidkhanovich**  
Namangan Engineering and Construction Institute, PhD student

**Abstract:** *In the article, studies revealing the nature 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. Hierarchical levels are defined 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.*

### **Introduction:**

In foreign countries, most higher education institutions (HEI) have been taken out of state ownership and due to the high share of private institutions, educational services are valued as a commodity. Each OTM works on the principle of finding its own customers. Higher education institutions that train high-quality personnel are developing economically. Currently, raising the quality of higher education to the international level and the emergence of integration processes show that higher education cannot develop within one country.

Extensive reforms are being implemented in the higher education system of our republic. In these measures, special attention is paid to strengthening economic ties with higher education institutions of developed countries and implementing best practices in practice. In particular, in the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the introduction of advanced standards of higher education based on international experiences, ensuring the academic independence of HEIs and creating a healthy competitive environment, increasing the investment attractiveness of higher education, attracting foreign education and science technologies, and higher education important tasks such as raising the content to a new level in terms of quality [1].

Today, large-scale scientific research aimed at improving the quality of higher education is being carried out. In this regard, the problems of comparing the scientific category "higher education quality" with different conditions are of special relevance.

### **Analysis of literature on the topic**

Different views of scientists from foreign countries have arisen in studies aimed at interpreting the quality of higher education. In particular, according to the traditional meaning of quality, it is the delivery of products, service and success at the level of demand set by customers, having an image, or quality is evaluated by focusing on customer demands and needs [2]. Quality in higher education is a multi-faceted, 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 [3].

Therefore, the concept of quality in higher education is complex and multifaceted. Therefore, defining and evaluating quality in higher education has always been controversial. For example, according to K. Campbell and K. Roznia, quality is not evaluated and measured, but recognized by scientists where and when quality is provided [4]. British authors N. Jackson and H. Lund are based on a conceptual system in approaching the issues of quality assessment and determination in higher education [5]. This conceptual framework is composed of stepwise influencing elements such as "Input and Resource", "Process" and "Outcome and Goal". Norwegian authors E.Cheng and V.Tam

divide the factors affecting the quality of education into internal and external groups [6]. In this case, the internal group factors consist of students, teachers and workers, while the external group factors are made up of ministries, state and private organizations, regional management bodies and applicants.

In the studies carried out in the Russian Federation, the quality of higher education is defined as the degree of conformity to the description of requirements. In this, the quality of educational results and the description of quality assurance systems are defined [7]. National systems of higher education quality assurance differ significantly according to the educational system, organizational and cultural traditions of different countries. National systems of higher education quality assurance differ according to the following indicators: authority of the government; level of involvement of society and trade unions; statement of goals and objectives; criteria and food [8].

In 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 professional staff, learners, buildings, material and technical base and equipment, all work for the well-being of the community and academic environment [9]. Also, regardless of the type and stage of the national economy and education, its existence 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 [10]. At the moment, 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 quality aspects of future specialists in the process of education in students [11].

#### **Research methodology**

In the study, the general and specific aspects of the quality of higher education were determined through the method of comparative analysis. Using the method of abstraction, generalized results of various opinions were formed, which made it possible to observe a specific group of economic phenomena related to ensuring the quality of higher education and to learn its true content. A theoretical generalization of the quality of higher education was created and its importance was justified through the logical methods of the research, given a formal tone.

#### **Analysis and results**

When and how did the issue of higher education quality in developed countries appear and why did it become relevant? a legitimate question arises. Interest in quality issues in higher education began in the 1970s and 1980s in Western countries. Of course, during this period, there was a need to develop scientific fields in industrial sectors, and the contribution of the service sector to the gross domestic product was increasing. This has led to a growing need for higher education and increased interest in quality education. Especially in this process, the change in the relationship between higher education and the state, that is, the removal of HEIs from the state and the provision of its autonomy, had a strong impact [12].

Interest in the quality of higher education in the European Union was formed under the influence of the following factors [13]:

- increase of income of higher education institutions at the expense of population funds;
- increasing influence of higher education on the local, regional, national and world economy;
- The emergence of the Bologna process in Europe;
- globalization of higher education;
- development of competition and marketing in higher education.

In general, the growing connection between higher education and economic growth has automatically shaped the demands for the quality of higher education. In this case, higher education was considered a branch of the economy, and the results of higher education were required to meet the requirements of the economic sectors. Because, in the era of changing civilizations and globalization, the country's competitiveness largely depends on the level of higher education quality, the higher it is, the higher the country's competitiveness in the international market. These factors have turned higher education into a sector completely subject to market mechanisms, it has become important in its connection with economic sectors, and today the quality of education is manifested through the market.

Therefore, the issue of quality assessment in higher education emerged as the most urgent issue in the world at the end of the 20th century. At the conference held by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1998, a worldwide declaration was adopted and its 11 articles were called "Quality Assessment". It was emphasized that the quality of higher education is a multidimensional concept. In this concept, educational and academic programs, scientific research works, professors, teachers, students, educational buildings, material and technical base, equipment, training of quality personnel for the society, academic environment are presented. Information is also provided about quality assessment organizations [14]. However, the final decision has not been reached regarding the clarification of the concept of "quality of higher education" and its socio-economic explanation.

Therefore, the concept of "quality of higher education" was first used in the economic literature in the 19th century, and it received its full value when the classical higher education system reached its maximum level of development. In this case, the quality of higher education expressed the socio-economic importance of the educational field, and the description of educational activity embodied its results, economic, social knowledge and cultural aspects. Therefore, in the economic literature, different scientific approaches have been formed to rate the quality of higher 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 defined based on the requirements of the laws of the market economy in relation to the beneficiaries (state, organization, etc.) who are interested in the development of the higher education system. All rates given to the quality of education are compared with certain base norms, standards, requirements, goals.

Summarizing the above analysis, research aimed at revealing the socio-economic nature of the scientific category "quality of higher education" can be divided into the following directions:

- improving the quality of education;
- methodological support for determining the level of educational quality;
- information supply of studies carried out in the field of educational quality.

However, in these studies, there are contradictions between the development of the market economy and their transfer to the quality of higher education. In most studies, the scientific category of "quality of higher education" is not an economic field, but an educational process. The quality of higher education has not been taken into account whether it belongs to the leading sector of the national economy or to the service sector. This requires a comprehensive and systematic study of the quality of higher education.

In general, there is no clear economic definition of "higher education quality" and several 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 points:

First, the quality of education is the quality of service. This point of view is compatible with man-made civilization. Today, this view does not fully reflect the current situation;

secondly, the quality of higher education is considered to be a service to some extent, but a special kind of service, the basis of which is very clear. This point of view corresponds to the period of transition from man-made civilization to innovation-based civilization. However, this diversification of the conceptual framework does not fully reflect the market situation.

thirdly, higher education is a special type of human intellectual activity. Therefore, understanding and evaluating "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 points 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, both as a process and as a part of the economy, provides a completely different content.

At the same time, consideration of the scientific concept of "quality of higher education" in terms of "process" and "economy" is gaining urgent importance.

It is known that the analysis of existing definitions in modern literature allows to come to the conclusion that the concept of "quality of higher education" does not mean the quality of the educational process and education, but their result. In this regard, the result of the activity of the higher education institution is, first of all, the trained personnel and their quality. At the moment, humanitarian qualities of personnel are important for society along with professional qualities, and these two aspects cannot be separated from each other. However, in the conditions of market relations, the professional quality of personnel (ability to create value) objectively comes first. In this case, the evaluation of the rating and activity of higher education institutions requires an economic approach.

In particular, globalization processes in the world, internationalization of society and business require the national higher education system to train 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 formation of an effective system of quality assurance of higher education is considered a strategic priority, requiring the active cooperation of all subjects of education policy (regional, national, international, institutional).

At the same time, the various national systems that ensure the quality of higher education operating in the world differ from each other in many aspects. The system of higher education in the member countries of the Organization for Economic Cooperation and Development is grouped according to the following criteria:

- the number of higher educational institutions;
- higher education management structure;
- grouping of higher educational institutions;
- level of organizational autonomy.

National systems of higher education quality assurance differ in the following aspects:

- government rights;
- degree of public and trade union involvement;
- statement of goals and objectives;
- criteria and procedure.

The above situations are 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 - nominal place is given to internal self-evaluation of the higher educational institution, the main emphasis is on effective external evaluation of the higher educational institution by the state or public organizations;

"English (Anglo-Saxon)" model is used in Germany, France, Scandinavian countries;

In the "English" 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 widespread 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 the state management bodies in the regulation of 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 higher education (usually free);

state property taking a leading place in education.

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

In England, based on the principles of the "Atlantic" model, it is organized as follows:

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

higher education institutions have great autonomy, including rational financial and economic independence of each HEI;

the service of the higher education system is paid;

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

The "American model" of improving the quality of higher 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 HEIs 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 higher education 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 higher 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 higher 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;

the existence of independent higher educational institutions and higher education evaluation organization outside the structure of state education management;

mutually acceptable criteria for evaluating the quality of higher education and their use;

full participation of higher educational institutions in the evaluation process;

Transfer of HEIs to self-assessment report and comparison with external auditor's expert opinion.

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

Educational quality systems organized by higher education institutions themselves are considered a promising form of self-regulation, and each higher educational institution develops its own conceptual plan of evaluation strategy and program, the methodology and implementation plan for achieving it in accordance with its goals, tasks and resources. In general, the following tools are used to improve the quality of higher education in developed countries: assessment (attestation), accreditation and audit.

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.

However, it needs improvement in some directions. 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 higher educational institutions is not perfect. According to the analysis, in ensuring the quality of higher education in Uzbekistan, the main focus is not on improving the quality of education, but on reporting. The passivity in the implementation of the internal system of higher education quality assurance is related to the poor information supply and the lack of sufficiently qualified personnel. External mechanisms for ensuring the quality of higher education are not focused on the strategy of improving the quality of education, but on monitoring compliance with the established requirements of the organization of the educational process.

### Conclusions and suggestions

Currently, with the implementation of international requirements and recommendations aimed at ensuring the quality of higher 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 wide 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 regulatory 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 higher 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 higher education, because the ultimate goal of measures aimed at improving the quality of higher education is to increase its quality. The report only represents the current state of the educational process;

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

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

It is necessary to raise the educational process to the quality level in the activities of HEIs of the Republic of Uzbekistan. Studying foreign experiences is the basis for improvement in this field. The system of science and education in our republic is becoming more enriched on the basis of world experiences, and thus, in the process of globalization, higher education in our country is finding its place in the world education system. Therefore, the "quality" category in higher education serves as a leading component. Regardless of the type and stage of the national economy and education, its survival 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 ultimately leads to the training of mature personnel. In this regard, world experiences are also being studied in our country, which in turn indicates that higher education in Uzbekistan is finding its place in the processes of globalization as a component of world higher education. In our opinion, such processes should be further studied by the scientific community, therefore, the need to fully understand and interpret the essence of quality has arisen.

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