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## PROBLEMS OF ENSURING THE QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

**Annotation:** This article talks about the implementation of the quality of education in higher education institutions. The quality assurance indicators of the higher education system, the main links of the quality of education and the evaluation of the indicators of the quality and efficiency of education in higher education are mentioned.

**Keywords:** Higher education, quality, efficiency, indicator, field, subject, category

Large-scale work is being carried out in our country at all levels of the education system, including the modernization of the higher education system, the development of science, and the introduction of modern forms and technologies of teaching. Within the framework of the development strategy of the Republic of Uzbekistan, fundamental improvement of the higher and secondary special, professional education system, further increase the efficiency of state administration in the field, ensuring quality operation of institutions in the system and through this, a number of decrees and decisions on the organization of training of highly qualified specialists were adopted. A new draft of the Law of the Republic of Uzbekistan "On Education" has been developed. There are many examples of practical efforts to develop the higher education system in our country in terms of quality, to increase the enrollment of graduates in higher education, and to ensure the employment of young people.

At the same time, in order to develop and fundamentally improve the higher education system and increase its competitiveness in terms of quality, many Decisions and other normative legal documents have been approved in recent years.

The main strategic goal of the state policy in the field of education is to increase the opportunity to receive quality education in accordance with the requirements of the innovative development of the educational economy and the modern needs of society. Therefore, the main task of a modern higher education institution is not only the formation of students' academic knowledge, but also the ability to work, live and adapt to changing world conditions.

The concept of "quality" is an expanding category that includes aspects ranging from the quality of products and services to labor, health care, education, culture, environment, and quality of life. In this case, the category "quality" has a philosophical tone, and problems related to quality affect all spheres of life and change all aspects of social life. In its development, the doctrine of "quality" passed through several stages - from quality control of manufactured products to the modern stage of quality management. Recently, the issue of the quality of education has become relevant for a number of reasons.

These reasons can include:

- the emergence of new different value systems in the context of the crisis of previous value systems;
- implementation of consistent transition from uniformity to diversity of educational programs, study guides, higher education institutions;
- strengthening of processes of regionalization of educational systems;
- rapid development of management in education.

About the fundamental and practical aspects of the development of higher education and the issue of improving the quality of higher education institutions and ensuring competitiveness from foreign

scientists: W.M. Rutgeiser, Fisbein, Ariel and Dena Ringold, Weber, Luc, W.A. Noskov, G.P.Sergeev, D.I.Pravdin, Ye.I.Kapustin, I.S.Sharshov, L.S.Chizhov, R.I.Kapelyushnikov have been researched in their scientific works.

The state of the education system in Uzbekistan during the years of independence and some aspects of its quality development: G.Akhunova, H.G.Alimdjanov, A.Vakhabov, E.Imamov, B.D.Kalmetov, M.Kh.Saidov, A.S.Kucharov, E.A.Seytkhalilov, SH.Qurbanov, G.A. Kasimov, D.Kh. Nabiev, R.M. Usmonova, Sh.Sh. Zakhidova, A.O.Eraliev, A.Kh Eshbaev's scientific works were analyzed<sup>1</sup>.

There are many approaches to the concept of educational quality in the management literature. Some associate the quality of education with the quality of teaching, others interpret the content of the quality of education as the harmony of the quality of teaching and education, the third - the level of development of the quality of the individual, and the fourth understand it as a state of readiness of a person for life.

In this regard, we will scientifically analyze the category "quality of education".

First, "quality of education" is a certain level of knowledge and skills, mental, physical and spiritual development of graduates of a higher educational institution. That is, in accordance with the educational goals of graduates, "the ratio of goals and results, plans to achieve goals and implemented measures.

Therefore, the main task of higher education is to predict, design, and model the quality of training levels at the "exit" of graduates from the educational process. That is, it is the ability to determine the quality of education required in the future and learn to support the achievement of the required quality education by avoiding negative effects<sup>2</sup>.

The quality of education is the conformity of education to various needs, the interests of the individual, society, and the state. At the same time, this is the systematic compatibility of the features of hierarchically organized, socially significant, important characteristic education<sup>3</sup>.

According to E.M. Korotkov, the quality of education is a set of characteristics of professional consciousness that determine the ability of a specialist to effectively perform professional activities in accordance with the current requirements of the economy<sup>4</sup>.

In our opinion, the quality of higher education (as a result) is high is the compliance of education with diverse needs, goals, requirements and standards.

Institutions of higher vocational education provide services to three entities, i.e. the customers of the educational process:

- persons receiving education;
- production where qualified personnel are trained;
- the participating state as a guarantor of the educational process.

In other words, it is necessary to take into account regional and local needs, interests of enterprises and organizations, and human interests. In this case, the category of educational quality can be considered

<sup>1</sup> Ахунова Г.Н. Таълим хизматлари бозорида маркетинг фаолияти ва уни такомиллаштириш: И.ф.д илмий даражасини олиш учун ёзилган дис.автореферати -Т.: 2004. 45б.; А.Вахабов, Э.Имамов Высшее образование в Центральной Азии. Задачи модернизации. М. 2007. 214с.; Алимджанов Х.Г. Ўзбекистон Республикасининг кадрлар тайёрлаш миллий дастури ва уни молиявий жихатдан таъминлаш масалалари: И.ф.н. илмий даражасини олиш учун ёзилган ...дис. автореферати-Т.: 2004. 23 б.; Кальметов Б.Д. Образовательный комплекс в рыночной экономике.- Тошкент: Адолат, 2003. 499с.; Касимова Г. Ижтимоий-маданий соҳаларни ривожлантиришда бюджет сисъатининг роли: и.ф.н. илмий даражасини олиш учун ёзилган дис.автореферати.-Т.: 2001-256.;

<sup>2</sup> Управление качеством образования / Под ред. М.М. Поташника. М., 2004. С. 33

<sup>3</sup> Селезнева Н.А. Качество высшего образования как объект системного исследования: лекция-доклад. - М.: 2001. - 79 с

<sup>4</sup> Коротков, Э.М. Управление качеством образования: учебное пособие для вузов /Э.М. Коротков. — 2-е изд. — М. : Академический Проект, 2007. — 320 с.

as the ability to match the level of knowledge acquired by students based on the provided educational services and the requirements of consumers.

Educational quality management is the development and implementation of systems of measures to ensure the quality of the result of an effective educational process in accordance with consumer requirements. Also, it is a system of strategic and operational actions aimed at ensuring, improving, monitoring and evaluating the quality of education, implemented systematically. It should be remembered that the education system provides certain services to learners. At the same time, it supplies other consumers with a ready-made "product", that is, a graduate prepared for them to one degree or another, for organizations, enterprises and the state as a whole. These two groups of consumers make different demands on the educational system, according to its quality characteristics. The following can be included in the quality assurance indicators of the higher education system:

1. The quality of the teaching staff is academic, well-known.
2. Research programs of the university
3. State of the material and technical base of higher education
4. Quality of the curriculum
5. Quality of students
6. Quality of knowledge
7. Labor market demand for graduates
8. Achievements of graduates.

Currently, the quality of education is one of the important characteristics that determine the level of competitiveness of an educational institution and a country's higher education institution. The quality of education in a particular higher education institution includes the set of educational services offered to the customer. Quality of education should be a controlled process. HEI provides educational services to three subjects - the customers of the educational process: the person receiving education, the production that needs qualified personnel, and the state, which is the guarantor of the educational process.

All indicators of the effectiveness of the quality of education are divided into seven main parts (fields):

1. Educational program
2. Achievement achieved
3. Studying and taking classes
4. Help for students
5. Principles and values
6. Resources
7. Management, leadership and quality assurance.

Each main part has a similar indicator of educational effectiveness. For example, the following applies to the 3rd basic education and training:

- Quality of the educational process;
- Quality of education and assessment of students;
- Meeting the needs of students;
- Assessment of knowledge as part of the educational process;
- Professional development and retraining of professors;
- Communication with parents.

Each performance indicator has several more topics (questions). For example, the efficiency indicator - the quality of the educational process includes the following topics (questions):

- scope and alternative approach to education, including the use of homework;
- clear and purposeful presentation of education and teacher's explanations;
- the quality of the conversation (teacher-learner).

Such an approach to the evaluation of performance indicators allows to quickly determine the field of activity of an educational institution. These are dominated by the strong side or the anxious side. In addition, it is possible to assess other areas of educational institutions that are covered by the usual series of inspections or related to national or local specificities.

Today, based on the approach to understanding the quality of education, the following blocks of quality indicators can be distinguished:

1. Quality of teaching staff
2. State of the material and technical base of the HEI
3. Motivation of professor-teachers (encouraged)
4. Quality of educational programs
5. Quality of students
6. Infrastructure quality
7. Quality of knowledge
8. Innovative activity of management
9. Introduction of process innovations
10. Requirements for graduates
11. Competitiveness of graduates in the labor market
12. Achievements of graduates.

In our opinion, the quality of higher education (as a result) is the compliance of higher education with various needs, goals, requirements and standards. The state is interested in the training of highly qualified specialists who can put the economy of the country among the economies of developed countries and thus justify the expenses of the budget funds spent on their training. In it, the graduates and the quality of their education should be in accordance with the requirements of the state educational standards. And finally, the last of the parties interested in quality is the higher education institution, which directly satisfies the needs of all the parties mentioned above.

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