

A SYSTEMIC FACTOR OF INCREASING THE QUALITY OF HIGHER EDUCATION

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ABSTRACT

The implementation of educational policy at any level involves an analysis of the effectiveness of educational activities. The repetition in the national education of the global trend of transforming higher education from elite to mass, when it is received not by the elite, but by the majority of young people who have graduated from a secondary vocational educational institution, an increase in the number of higher educational institutions, suggests the need to analyze the quality of specialist training. Our republic has developed a state procedure for accreditation as a mechanism for managing the quality of education.

KEYWORDS: *Quality Of Vocational Training, State-Public System Of Certification And Quality Assurance, Model Of Quality Agreement System, Ultrahigh School Controlol System Of Quality Perfection Process, Factors Of Vocational Tree Wing Quality, Professional Competence.*

INTRODUCTION

Educational policy is formed and implemented, on the one hand, at the level of the state, region, district, school, individual. This is the state educational policy. In relation to a person, one of the main tasks of educational policy is the formation and, through the creation of certain conditions, the satisfaction of his educational needs.

The determining influence on the state educational policy is exerted by the level of development of society, on the educational needs of a person - the level of his value orientations, interests and social needs. In addition, one should not underestimate, on the one hand, the influence of the environment in which a person is formed and develops, and the people who surround him, as well as the profession that he chooses, and the production in which he will work or is already working. On the other hand, the educational needs of a person are determined by the level of development and personality of a person, his general and professional culture, abilities and other individual characteristics and characteristics.

The region always needs a normal state policy in the field of education, which, firstly, would ensure the vital activity of educational institutions, their interest in a high-quality educational process, highly qualified scientific and pedagogical personnel, good students (students) and, in general, in the long term development; secondly, it would provide the whole range of promising areas and specialties of vocational education that would meet the real needs of the region in professional personnel and the professional interests of young students; thirdly, it would create conditions for correct professional self-determination in accordance with the interests and abilities of future specialists; fourthly, it would provide an opportunity for prompt professional development, professional retraining, and prospects for professional and scientific creativity in the chosen profession. Each of the directions has its own concept and development program, and together they can form the basis for the development of high-quality vocational education in the region.

The implementation of educational policy at any level involves an analysis of the effectiveness of educational activities. The repetition in the national education of the global trend of transforming higher education from elite to mass, when it is received not by the elite, but by the majority of young people who have graduated from a secondary vocational educational institution, an increase in the number of higher educational institutions, suggests the need to analyze the quality of specialist training.

Our republic has developed a state procedure for accreditation as a mechanism for managing the quality of education.

From the point of view of quality management, each educational institution is unique, has its own face (goal, purpose, mission), its own educational environment, characteristic only for it, and the procedures for self-examination, licensing, accreditation determine how sufficient and necessary resources are to realize its mission, whether the goal is being achieved and whether it will be achieved in the future. As we can see, not only the quality of the product, i.e. the result of the educational process, is evaluated, but also the process itself, the conditions, the implementation of which ensures the quality of the process itself. This is correct, because licensing as an integral part of the accreditation process gives the right to future educational activities, the quality of which should be at least to a minimum degree predetermined.

In accordance with the theory and practice of higher education, V.A. Slastenin, the system-forming factor of the pedagogical process is its goal, understood as a multi-level phenomenon, and the main unit of the pedagogical process is the pedagogical task. In modern higher education, the goal is in demand not just in stating higher education, confirmed by a diploma, but in high-quality higher professional education that is in demand on the labor market. Therefore, we have the right to consider the quality of education as a backbone factor of the pedagogical

process and educational policy. It is the quality of education that should become the main pedagogical task, the center of the educational policy of both the state and each educational institution.

It is known that the quality of education is difficult to formalize and quantify, since in the end intellectual activity and its product are evaluated, and in a rather limited period of evaluation time. In addition, a number of questions arise related to the definition of the quality itself, criteria, indicators and procedures for its assessment. We agree with the opinion of V.D. Shadrikov that the assessment of the quality of education of a graduate should, first of all, form public opinion. People choose a university whose graduates have proven their competitiveness over a certain period of time. There is no need to strive for a strict measurement of the quality of education, any measurements are carried out by people, so the subjectivity of assessments cannot be avoided here. But the established public opinion, which has been formed for decades, is difficult to deceive. Indeed, in Uzbekistan it was supposed to create a state-public system of attestation and quality control.

Requirements have already been developed for the material base of universities, the availability of educational literature in them. State public administration involves the creation of trustees and public councils in an educational institution, city, district, region - public councils of participants in the educational process. At the same time, it is important that the quality control bodies of education be independent of the educational authorities.

The state-public certification and quality control system is in harmony with the intra-university quality system for training specialists, available! and the effectiveness of which the university itself is most interested in: Active participation in the implementation of the intra-university quality improvement process management system is taken by the students themselves, employers, teachers and employees of the educational institution, h. e. all participants in the educational process. As a result, the educational activity of the university ensures compliance with the minimum state accreditation standards, changing consumer demand and its own goals, which makes it possible for the educational institution to continuously improve itself.

The basis of the competitiveness of education is quality, and university management should be aimed at its planning, provision and improvement. The formation of quality management systems (QMS) in the field of educational services is already HI: no one doubts, however, disputes about the QMS model for the university have not subsided so far. Each university has the right to focus on the requirements of the following proven models:

-Model of the quality management system based on the requirements and recommendations of international standards.

- Model of the European Foundation for Quality Management (EFQM) and its modifications of higher education;

In the process of developing an intra-university quality system, one cannot do without appropriate marketing support, the introduction of modern innovative technologies, a flexible pricing policy, interaction with potential consumers at the planning stage of the educational process, and the creation of a quality-oriented management accounting system. Thus, the trends in the development of the economic and educational environment dictate the need for universities to use modern management technologies - strategic management and the

introduction of QMS. At the same time, the strategic long-term goals of university modernization should determine both foreign and domestic policy.

The foreign policy of the university is determined by the following global trends in the development of higher education: globalization, internationalization and Europeanization. The modern version of the standard implies serious actual requirements for the interuniversity quality management system.

The introduction of a quality management system (QMS) should be a strategic decision of the university. The development and implementation of a quality management system depends on external conditions and changes in them, the risks associated with external conditions; changing needs; specific goals; the services provided; processes used; the size and structure of the organization.

The process approach within the QMS emphasizes the importance of understanding and fulfilling requirements, the need to consider processes in terms of added value, obtaining results on the efficiency and effectiveness of processes, and continuous improvement of processes based on objective measurements. The process-oriented model of the QMS illustrates the connections between processes and shows that, first of all, consumers play a significant role in determining the requirements for the organization and content of education. The model covers all the requirements of the standard, but does not reflect processes at a detailed level. As a side note, the standard suggests applying a methodology known as "plan-do-check-act":

Plan - setting goals and processes necessary to achieve results in accordance with customer requirements and organizational policy;

- Do - implementation of these processes;

- Check - control and measure processes and results in relation to policy, goals and requirements, level of education, as well as communication of results;

- Act - taking action to continuously improve these processes.

The educational institution must develop, document, implement, maintain and continuously improve the QMS. The responsibility for this is assigned by the Standard to the leadership of the university. It must provide evidence of commitment to the development and implementation of its effectiveness by:

- Notification of teachers and employees of the university about the importance of meeting consumer requirements, as well as regulatory and legislative requirements;

-determination of policy in the field of quality;

C ensuring that quality objectives are set; a) conducting a management review; .

- ensuring the availability of resources.

The university must determine:

- Requirements specified by the consumer, including requirements for the provision of educational services;

— Requirements that are not specified by the customer but are necessary for the intended or intended use; institutional and legislative tensions related to educational services;

- Any additional requirements required by the organization (postgraduate education (for example, guarantee), additional education, etc.).

The standard defines specific requirements not only for the process of providing educational services and resources, but also the need to plan and implement monitoring, measurement, analysis and improvement processes, including the analysis of information about the perception of the consumer, “how their requirements have been met”. At the same time, it is also necessary to conduct internal audits at scheduled intervals in order to determine how the quality management system, on the one hand, complies with the planned activities, the requirements of this standard and the requirements for the QMS established by the educational institution, on the other hand, how effectively the system is implemented and maintained. Audit criteria, scope, frequency and methods should be defined in advance. The selection of auditors and the conduct of audits should ensure the objectivity and impartiality of the audit process. Auditors should not audit their own work.

The organization shall continuously improve the effectiveness of the QMS using the quality policy and objectives, audit results, data analysis, corrective and preventive actions, and management review.

The main task of the QMS was to develop, document, implement, maintain a quality management system and continuously improve its effectiveness. To do this, the university must:

- make a strategic decision of the university on the implementation of the QMS;
- provide an analysis of external conditions and changes in them; risks associated with external conditions; changing needs and expectations of all stakeholders (government, consumers, personnel);
- develop the mission and policy of the educational institution in the field of education quality;
- define strategic goals in the field of education quality in the educational services market in a competitive environment (quality goals should: correspond to functions and levels, should be measurable and consistent with the quality policy); make a decision of the Academic Council on the development strategy of the university;
- determine the functions and levels of the QMS;
- define the processes required for the quality management system and process owners, their responsibilities and authorities; determine the standards of the university: description, processes and sub-processes of management, provision of resources, provision (rendering) of educational services (educational process), measurement of analysis and improvement (the process should be described so that the results do not depend on the personality of the performer); identify sub-processes and the results of their implementation;
- establish the sequence and interaction of processes;
- define the goals of the processes, the requirements and expectations of consumers;

- establish measurable criteria and / or indicators of the implementation of processes that would demonstrate whether the goals have been achieved;
- determine the methods, forms and means of studying processes;
- ensure that the means and information necessary to support, implement and monitor these processes are available;
- monitor measure and analyze processes;
- determine the methods, forms and means of process control;
- develop a Quality Manual;
- To develop a methodology for expert assessment of qualities for the activities of a teacher;
- ensure current control over compliance with licensing standards and state accreditation indicators;
- prepare and regularly conduct a survey of teachers and employees of the university "Satisfaction with work at the university";
- develop and implement a plan for advanced training and professional retraining of university staff in the field of education quality management;
- To ensure the formation of a regulatory framework for the management of the quality of education at the university;
- determine the list of necessary and sufficient QMS documentation; bring it into line with the requirements of the QMS;
- develop a system for monitoring the quality of training of university students;
- determine the regulatory and legislative requirements of students and other consumers;
- ensure monitoring of consumer satisfaction with the quality of education; evaluate information about the consumer's awareness of whether the university has fulfilled its requirements; analyze complaints from consumers;
- prepare and regularly conduct a survey of university students "Satisfaction with studying at the university";
- prepare and regularly conduct a survey of employers "Satisfaction with the quality of education of graduates";
- ensure monitoring of postgraduate activities of graduates, tracking their career growth;
- identify and implement effective means of communication with consumers regarding information about educational services; consideration of inquiries, contracts or orders, including additions to them; feedback from consumers, including consumer complaints;
- ensure that the organizational requirements for the quality management system are met (documents must be approved for adequacy before release); identification of changes and current revision status of documents; clarity and ease of identification; implement a documented procedure with management rules regarding the identification, storage, protection, recovery,

retention periods and destruction of quality records. The materials of the QMS should be discussed by all members of the team with the keeping of minutes;

- organize a discussion of the materials of the QMS by all employees of the university; communicate the decisions made to all interested parties;

- to ensure the necessary level of competence of personnel performing work affecting the quality of education; conduct training of personnel to work with documents in the field of QMS;

- provide analysis and control of the results of implementation of the decisions made;

To analyze the strengths and weaknesses (SWOT-analysis) of the activities of the university in the field of education quality;

- identify and provide resources dumb for: implementation and maintenance and continuous improvement of performance; increasing customer satisfaction by fulfilling his requirements;

- determine, provide and maintain the infrastructure necessary to meet the quality of education requirements;

- review the QMS at regular intervals to ensure its continued compliance, adequacy, effectiveness and improvement.

The developed intra-university education quality system took into account the following global changes in the system of vocational education:

Diversification of higher education (non-linear (asynchronous) models of education throughout life; student-centered education using modular technologies as a new organizational framework; dichotomous nature of education: the formation of university and non-university (professionally oriented) higher education; the connection of higher professional education with all levels of the educational system , the transition of vocational education from the principle of "education for life to the principle of "education throughout life"; changing the forms and criteria for admission in terms of increasing the accessibility of higher education);

—radical renewal of educational programs (third-generation standards that imply constant adaptation to modern and future needs; increasing the role and level of scientific research in teaching, increasing the role of international educational programs and training students in joint degree programs; strengthening interdisciplinary and transdisciplinary orientation; education of students);

- strengthening the relationship of higher education with the world of work (overcoming a narrow economic orientation; developing a responsible attitude to the labor market, considering links with the world of work in the long term and in a broad perspective);

- development of social dialogue and social partnership (continuous analysis of needs in training programs, the need for methods for adequate recognition of work experience related to the educational activities of students and the pedagogical qualifications of teachers; adapt or create new forms of education based on criteria such as flexibility, compliance with the needs for areas of employment, accounting for the ambiguity of contexts and contingent);

- the movement from the concept of qualification to the concept of competence (the traditional approach to higher education, focused on solving one task - to train a young person in a certain

specialty - is already outdated. In the modern labor market, such an employee who not only knows the technical features of his profession, but also possesses analytical thinking; sociable; able to find new and challenge existing ideas; able to quickly learn new information, negotiate, express one's thoughts competently, think critically, use working time effectively (manage one's working time), perform assigned tasks with within clearly defined time frames, motivate other people to work, present the product of their work to clients and the general public, work, in a group, as well as in a stressful situation, on a computer and on the Internet, is able to write reports, manage personnel. and is called a flexible specialist);

- Promotion of the quality of higher education as a common denominator (universities as complex systems function and develop in four spaces: international, interregional, regional and local; the reduction in funding has led to universities becoming more economical).

In the theory of the formation of an intra-university quality system, we proceeded from the following provisions:

- quality is, on the one hand, the result of the educational process at the university, on the other hand, the quality of the organization of the educational process and the conditions in which the personality of the future specialist is formed;

- A scientifically based concept of the quality of education should determine it and not vice versa;

- The defining figure of quality assurance is the teacher, the educator. And the main thing in him is his qualification, creativity, skill, dedication in working with students.

- The system of coordinates and quality indicators is of a historical nature, therefore their content should reflect the essence and components of the educational process, regardless of time;

- There is no single quality of education: it is different for different categories and targets, but it will always be of high quality if it provides a decent lifestyle for the person who receives this education. It is necessary to build such a multi-level education system that would implement this idea;

- Most of the indicators are statistical in nature, giving an idea of the state of the educational system at a particular point in time. Comparison of indicators for 3-5 years makes it possible to identify trends in quality changes in its individual aspects and to give an expert interpretation of the identified trends. Quality assessment (as opposed to measuring the state of an object) requires a base of comparison.

Existence in a dynamic, rapidly developing world requires new approaches to education. The educational concept is based on the principles of classical, fundamental education, which are organically combined with the most modern teaching technologies. In addition to the traditional lecture and seminar system, interactive methods are successfully used that focus on the student's independent, creative work. These are business games and master classes, case assignments, trainings, research projects, round tables and various types of industrial practice.

• In the modern world, knowledge quickly becomes obsolete, and students are taught to constantly update their professional arsenal, work at the intersection of sciences, freely navigate information flows and determine in time where and how to acquire new knowledge.

A flexible multi-stage system of continuous education involves the analysis of the following factors of education quality:

- Content of education, educational programs;
- teaching staff;
- Student contingent;
- The process of teaching and educating students;
- Educational and methodological support of the educational process, including information and communication technologies;
- Intra-university educational environment;
- Material and technical base;
- Integration of the educational system and the employer;
- Management.

The educational process in an educational institution is the result (product) of the interaction of this system, and not just the functioning of its parts or their sum. It is known that each system has well-defined potentialities (which are limited). These possibilities must be taken into account, and it is hardly reasonable to expect any achievements that go beyond the capabilities of this system.

The system is a whole that cannot be divided into independent parts without losing essential properties or qualities. If the system is disoriented, its essential parts also lose their defining properties or functions, and if the parts of a given set do not interact, they are an aggregate, not a system. The sustainability of an educational system depends on how its parts interact, not on how they operate in isolation. If an essential part of the system is missing or not functioning, the system as a whole cannot function either. Consequently, managing the sustainable development of the educational process as a system is to manage the interaction of structural components; interactions of some subsystems with others; interactions of subsystems with other organizations or divisions. Thus, the innovative management of an educational institution involves the analysis of the relationship of the following systems: the educational process as a system, the internal system of the university, the system of the external environment, the competitive system.

The intra-university education quality system involves the interaction of quality assurance, quality control, management and improvement of the quality of professional training.

The educational policy of the state is not always accepted by society with a bang. We keep saying how good our domestic (Soviet) education is. Yes, good, especially natural science, technical. Leading universities in the world are hunting for our best specialists. Therefore, we must learn to find, raise, educate and protect such people. Indeed, our best graduates are in great demand in Western countries, but the best specialists, mind you. At the same time, diplomas are not always recognized at face value in Uzbekistan today, and only after confirmation can one apply for their notification.

The question arises: who prevents us from giving quality; education, but at the same time not being isolated in its own state, but moving forward together with other countries, absorbs all the

best, thereby creating opportunities for mobility for students and teachers? Bachelor's and master's programs, the "credit hours" system, which involves taking into account the volume and content of education in credit units, can and should be introduced into the education system, but it is reasonable, taking into account our traditions, clearly defining the tasks and continuity of levels, and introducing it where possible. Then we will not say that a bachelor is an unfinished specialist, and students and graduates will only be grateful for the opportunities that will open before them.

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