

Yashil

IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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OLIY TA'LIMNING RAQOBATBARDOSHLIGINI TA'MINLASHDA TA'LIM SIFATINING MOHIYATI VA ASOSIY TAMOYILLARI (O'ZBEKISTON MISOLIDA)

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"Buxgalteriya hisobi va umumkasbiy fanlar" kafedrası o'qituvchisi

Abstract: This study examines the essence and main principles of the quality of higher education, identifying eight key factors: curriculum relevance, faculty qualifications, student-centered learning, resources and infrastructure, assessment practices, continuous improvement mechanisms, innovation, and global perspectives. Through empirical research and theoretical frameworks, we elucidate how these factors collectively contribute to educational outcomes and institutional effectiveness. We define the term "quality of higher education" as a holistic framework encompassing skill development and attributes essential for success in the 21st century. Our analysis emphasizes the interconnectedness of these factors and their impact on academic excellence and societal goals. By advocating for proactive quality assurance measures and innovation, our study aims to enhance educational quality, foster student success, and promote societal advancement within higher education contexts.

Key words: HEI, quality, education, competitiveness.

Annotatsiya: Ushbu tadqiqot oliy ta'lim sifatining tabiati va asosiy tamoyillarini o'rganib, sakkizta asosiy omilni aniqlaydi: o'quv dasturining dolzarbligi, professor-o'qituvchilar malakasi, talabalarga yo'naltirilgan ta'lim, resurslar va infratuzilma, baholash amaliyoti, doimiy takomillashtirish mexanizmlari, innovatsiyalar va global istiqbollar. Empirik tadqiqotlar va nazariy asoslar orqali biz ushbu omillar birgalikda ta'lim natijalari va institutsional samaradorlikka qanday hissa qo'shishini o'rganamiz. Biz "oliy ta'lim sifati" atamasini XXI asrda muvaffaqiyatga erishish uchun zarur bo'lgan ko'nikma va sifatlarni rivojlantirishni o'z ichiga oluvchi yaxlit asos sifatida belgilaymiz. Bizning tahlilimiz ushbu omillarning o'zaro bog'liqligini va ularning akademik yutuqlar va ijtimoiy maqsadlarga ta'sirini ta'kidlaydi. Faol sifat kafolati va innovatsiyalarni qo'llab-quvvatlagan holda, bizning tadqiqotimiz ta'lim sifatini yaxshilash, talabalar muvaffaqiyatini rag'batlantirish va oliy ta'lim sharoitida ijtimoiy taraqqiyotni rag'batlantirishga qaratilgan.

Kalit so'zlar: Oliy ta'lim muassasasi, sifat, ta'lim, raqobatbardoshlik.

Аннотация: В этом исследовании рассматриваются сущность и основные принципы качества высшего образования, определяя восемь ключевых факторов: актуальность учебной программы, квалификация преподавателей, личностно-ориентированное обучение, ресурсы и инфраструктура, практика оценки, механизмы непрерывного совершенствования, инновации и глобальные перспективы. Посредством эмпирических исследований и теоретических основ мы выясняем, как эти факторы в совокупности способствуют результатам образования и институциональной эффективности. Мы определяем термин "качество высшего образования" как целостную структуру, охватывающую развитие навыков и атрибутов, необходимых для успеха в 21 веке. Наш анализ подчеркивает взаимосвязь этих факторов и их влияние на академическую успеваемость и социальные цели. Выступая за активные меры по обеспечению качества и инновации, наше исследование направлено на повышение качества образования, содействие успехам студентов и содействие социальному прогрессу в контексте высшего образования.

Ключевые слова: Высшее учебное заведение, качество, образование, конкурентоспособность

INTRODUCTION

In an era marked by rapid technological advancements, globalization, and evolving societal needs, the role of higher education in shaping individuals and societies has never been more crucial. At the heart of this role lies the pursuit of quality education, a fundamental pillar that underpins the competitiveness and relevance of higher education institutions in today's dynamic landscape. The essence of quality education extends far beyond the mere transmission of knowledge; it encompasses a multifaceted approach that encompasses curriculum design, pedagogical practices, faculty expertise, resources, assessment methods, and a commitment to continuous improvement. As the demands of the global economy evolve, so too must higher education



- organization of monitoring of the higher education market in order to gather the necessary information;
- development of a generalized model project and a mechanism for ensuring competitiveness;
- Establishing a logical correct management process aimed at increasing the competitiveness of HEIs as the main modern goal of developing HEIs;
- forming a general system of evaluation indicators, as well as determining the level of competitiveness based on them and analyzing its dynamics;
- to define a set of general approaches to the quantitative assessment of competitiveness;
- special methods of solving issues related to competitiveness, development of algorithms and procedures.

In order to achieve long-term stable operation and sustainable development of higher professional educational institutions, as a guarantee of success, coordination of all internal elements, optimization and rationalization of mutual relations between them, as well as search for optimal relations with the external environment and solving the issues of ensuring their competitiveness.

The main elements of the proposed system are to manage the competitiveness of HEIs, as well as to determine the necessary tools for this and to assess the current level of competitiveness and the effectiveness of its maintenance ^[9].

It was considered appropriate to use the marketing department as a coordinating body for all actions to ensure competitiveness, and to entrust the performance of functions related to this department:

- analysis of the market situation of higher education;
- Evaluating the competitiveness of HEIs, developing programs to support and increase its level;
- monitoring of the obtained results.

To the following in the development of strategies for the development of HEIs general attention should be paid to:

- improving the world through global citizenship education;
- demanding scientific research;
- flexible learning;
- internationalization;
- establishing relations with the business environment;
- infrastructure development.

In the past two decades, the most significant feature of the development of HEIs in Uzbekistan was the formation of the local educational services market with the participation of leading foreign HEIs. It is known that after we reached the milestone year, the number of HEIs of all types operating in our country has almost doubled, and the number of students studying in them has increased by 80%. Rapid development of higher education institutions in terms of number was realized with the increasing interest of the academic environment in the quality of education.

The concept of product quality was considered as the main tool for analyzing the production sector during a certain period. As we mentioned in the previous chapter, the service sector has become very important in the world. The concept of quality is considered an important concept in all services market activities, including in the field of highly qualified services such as education. So what is quality? To answer this question, let's focus on the concept of quality in the services market. "Quality - a feature, an indicator that meets the set requirements. Conformity of the object's description-characteristics with the requirements imposed on it". The problem of quality is one of the main tasks facing higher education in the rapidly changing times. The quality problem also requires solutions to the following issues: staff and program quality, student training quality, infrastructure and learning environment quality.

The quality of higher education is a concept characterized by various aspects and subject to the contextual limits of the existing system is directly related to the conditions, norms or institutional tasks of the system. The concept of quality covers the most basic functions and directions of activity in this field: the quality of teaching, the quality of training and research, which in turn refers to the appropriate quality of staff and programs, and the level of quality of education as a result of teaching and research. implies growth. However, it should be noted that the process of applying "quality" is comprehensive and goes beyond the narrow boundaries of explaining the role of different curricula in education ^[10].



Thus, we believe that Quality is one of the most powerful tools marketers use to position their products and services in the marketplace. Quality has two fundamentals: degree and permanence. Organizations that provide educational services are distinguished from their competitors by providing high-quality services. Here, quality is important in the field of higher education, as in any service sector.

The quality of education is a set of indicators that can satisfy all the requirements of educational institutions and all the needs of the customer. According to the sustainable development concern, “Educational quality” is a blind-sided concept, it is not only a result, but also a continuously developing concept depending on the educational conditions. The basis of educational quality control is the organization of educational quality monitoring. Monitoring of the quality of education is a set of continuous actions that can be controlled, which allow to monitor and correct the need to evaluate the learning of students. Thanks to monitoring, we have the opportunity to receive information about the results we expect at any time.

Total Quality Management (TQM) is an organizational method of continuously improving the quality of all processes occurring in the organization. TQM is a quality-oriented, customer-focused, fact-based and controlled team process. Any discussion of TQM should begin by listing the fourteen universal principles that relate to this process and guide quality management. These are:

1. Define quality improvement plans in accordance with the company's goals;
2. Adopt a new quality philosophy;
3. End the negative dependence on blind quality inspection and audit;
4. Stop choosing suppliers of raw materials based only on the value of their products;
5. Identify problems and work continuously to improve the quality control system;
6. Organize training classes for administration employees;
7. Introduce educational activities;
8. Get rid of fear in the workplace;
9. Remove barriers between departments and departments;
10. Avoid dry slogans in the workplace;
11. Minimize (or increase) the number of digital indicators and working standards in production;
12. Create an opportunity for employees to be proud of their skills;
13. Support comprehensive training programs, professional development and retraining programs;
14. Change. Encourage each employee to make small changes that can benefit the company.

The above fourteen universal principles form the basis of Total Quality Management. Quality management approaches based on TQM principles are used in the comprehensive analysis of HEI activities as an educational service provider.



Fig. 1: Basic principles of educational quality



The first principle is consumer orientation. Own HEIs related to consumers. Therefore, it is necessary to understand the current and future needs of consumers of HEIs. It is necessary to fulfill their demands and strive for the expected results.

The second principle - striving for improvement is one of the main factors in the development of the quality of higher education. The principle of striving for improvement is embodied in the implementation of the "Deming cycle" created by the American scientist Edward Deming. This cycle serves as a methodological basis for quality assurance in HEIs.

The third principle - reliable leadership ensures unity of purpose and direction of HEI activity. It is necessary to create and support an internal environment for employees who can be fully involved in the implementation of the tasks of HEIs.

The fourth principle is employee involvement. The basis of HEI is employees of all levels and ranks. Their full involvement will enable HEIs to effectively use their capabilities.

The fifth principle is a process approach. The intended results will be effectively achieved if the activity of HEI and its corresponding tools are managed as a process.

The sixth principle is a systematic approach to management. Processes in the relationship between quality and management affect the efficiency and effectiveness of achieving the goals of HEIs as a system.

The seventh principle is to make decisions based on results and evidence. Making effective decisions on the basis of information and data analysis is of great importance to the quality of HEI activity.

The eighth principle is the development of corporate cooperation. HEIs and their joints are interrelated and mutually corroborative cooperation increases the possibility of ensuring the quality of education.

CONCLUSION

In our opinion, the definition given in this chapter on competitiveness supports and the practice of grouping the factors affecting competitiveness will create a basis for the implementation of the practice of grouping the factors affecting the competitiveness of the country's economy, for determining the internal and external possibilities of increasing the level of competitiveness of national economic sectors and for their effective use. These practical components are more of higher education institutions development, improvement of educational processes and graduates ensures that competitiveness is maintained at a high level. And competitive leverage is critical to this success. Quality assurance in some higher education institutions of our country some parts of the system have been put into practice and are operating effectively. At the same time, a self-assessment system for studying educational-methodological, scientific-research, financial-economic and administrative problems is also working in some HEIs. However, due to the lack of a single standard for the management of quality assurance in HEIs, there is a need for methodological and practical recommendations on the formation of a quality assurance system in the higher education system.

In order to solve the problems in higher education, it is proposed to implement the following measures by experts: to coordinate the activities of educational institutions on the basis of marketing research in order to use the existing funds rationally and effectively; states to abandon 100% financing of higher education institutions; States should establish special funds for the training of specialists in need, in addition, state governments should establish educational entrepreneurship zones in districts with a small number of necessary specialists in their territories; to review the procedure for using the financial resources allocated to higher education institutions, to determine the priority directions for which financial resources should be allocated based on the audit results; giving up some areas of activity, redirecting management funds to the areas considered as priority, etc.

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