

Yashil

IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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08.00.01 Iqtisodiyot nazariyasi
08.00.02 Makroiqtisodiyot
08.00.03 Sanoat iqtisodiyoti
08.00.04 Qishloq xo'jaligi iqtisodiyoti
08.00.05 Xizmat ko'rsatish tarmoqlari iqtisodiyoti
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08.00.16 Raqamli iqtisodiyot va xalqaro raqamli integratsiya
08.00.17 Turizm va mehmonxona faoliyati



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THE POTENTIAL ADVANTAGES OF IMPLEMENTING THE TOTAL QUALITY EDUCATION MANAGEMENT (TQEM) CONCEPT

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Abstract: Modern education is faced with challenges and changes that demand new approaches to improve quality and efficiency. To meet these demands, universities must adopt innovative methods and strategies that provide optimal learning conditions for students.

System and process approaches offer a holistic view of educational processes and systems, and Total Quality Educational Management (TQEM) provides an integrated approach to education quality management. This article explores the application of system and process approaches in university innovation and the effectiveness of TQEM in improving the quality of teaching economic disciplines. The review also examines the innovation infrastructure of universities in economic disciplines, including the role of incubators, modern technologies, innovation centers, and human resource development.

The study explores the relationship between system and process approaches and TQEM, showcasing their integration for optimal results. By adopting these approaches, universities can optimize the educational process, improve teaching methods, and enhance collaboration among students, teachers, and university administration, ultimately leading to higher education quality.

Key words: system approaches, process approaches, innovation activity, universities, quality of education, economic disciplines, Total Quality Education Management (TQEM)

Annotatsiya: Zamonaviy ta'lim sifat va samaradorlikni oshirish uchun yangi yondashuvlarni talab qiladigan muammolar va o'zgarishlarga duch kelmoqda. Ushbu talablarni qondirish uchun universitetlar talabalar uchun maqbul ta'lim sharoitlarini ta'minlaydigan innovatsion usullar va strategiyalarni qabul qilishlari kerak.

Tizim va jarayon yondashuvlari ta'lim jarayonlari va tizimlarining yaxlit ko'rishini taklif qiladi va Total Quality Educational Management (TQEM) ta'lim sifatini boshqarishga kompleks yondashuvni ta'minlaydi. Ushbu maqolada universitet innovatsiyalarida tizimli va jarayonli yondashuvlarni qo'llash va iqtisodiy fanlarni o'qitish sifatini oshirishda TQEM samaradorligi o'rganiladi. Sharh shuningdek, iqtisodiy fanlar bo'yicha universitetlarning innovatsion infratuzilmasi, jumladan, inkubatorlar, zamonaviy texnologiyalar, innovatsion markazlarning roli va inson resurslarini rivojlantirish masalalarini o'rganadi.

Tadqiqot tizim va jarayon yondashuvlari va TQEM o'rtasidagi munosabatlarni o'rganadi, ularning optimal natijalarga erishish uchun integratsiyasini namoyish etadi. Ushbu yondashuvlarni qo'llash orqali universitetlar ta'lim jarayonini optimallashtirishi, o'qitish usullarini takomillashtirishi va talabalar, o'qituvchilar va universitet ma'muriyati o'rtasidagi hamkorlikni kuchaytirishi, natijada oliy ta'lim sifatiga olib kelishi mumkin.

Kalit so'zlar: tizimli yondashuvlar, jarayon yondashuvlari, innovatsion faoliyat, universitetlar, ta'lim sifati, iqtisodiy fanlar, Total Quality Education Management (TQEM)

Аннотация: Современное образование сталкивается с проблемами и изменениями, которые требуют новых подходов к повышению качества и эффективности. Чтобы удовлетворить эти требования, университеты должны применять инновационные методы и стратегии, обеспечивающие оптимальные условия обучения для студентов.

Системный и процессный подходы предлагают целостное представление об образовательных процессах и системах, а Total Quality Educational Management (TQEM) обеспечивает комплексный подход к управлению качеством образования. В данной статье исследуется применение системного и процессного подходов в университетских инновациях и эффективность TQEM в повышении качества преподавания экономических дисциплин. В обзоре также рассматривается инновационная инфраструктура университетов по экономическим дисциплинам, включая роль инкубаторов, современных технологий, инновационных центров и развития человеческих ресурсов.

Исследование исследует взаимосвязь между системным и процессным подходами и TQEM, демонстрируя их интеграцию для достижения оптимальных результатов. Приняв эти подходы, университеты могут оптимизировать образовательный процесс, улучшить методы обучения и улучшить сотрудничество между студентами, преподавателями и администрацией университета, что в конечном итоге приведет к повышению качества высшего образования.

Ключевые слова: системные подходы, процессные подходы, инновационная деятельность, университеты, качество образования, экономические дисциплины, Total Quality Education Management (TQEM).



INTRODUCTION

The process of preparing economists for the modern dynamic world is a task that requires ongoing scrutiny and adaptation. In recent years, the focus has been on implementing systemic and process approaches to raise the quality and capacity of economic education. A systemic approach involves looking at the 'big picture' and considering the complex interactions within an educational system, while a process approach emphasizes the importance of the ongoing processes, activities, and their outcomes in an educational setting ^[1]. This narrative review, therefore, aims to summarize the critical aspects and recent developments in this area, drawing on studies published in Scopus-indexed journals.

Economic disciplines, in today's fast-paced world, require graduates to be equipped with critical thinking skills, problem-solving capabilities, and decision-making acumen. To provide such skills, contemporary pedagogy is seeking innovative teaching methods that move beyond traditional memorization and regurgitation of facts ^[2]. One such innovation is the integration of systemic and process approaches, which are believed to create a more responsive, adaptive, and effective learning environment ^[3] ^[4].

Furthermore, studies have argued that these approaches have the potential to increase the efficiency and quality of learning by actively involving students in the learning process and encouraging the development of both hard and soft skills ^[5]. For instance, an education system based on the systemic approach creates a network of interconnected concepts and subjects, which helps students better understand the multi-faceted nature of economics ^[6].

Literature on this subject has been growing exponentially, yet no comprehensive review has been conducted to date. Therefore, this article aims to fill this gap by providing a comprehensive analysis of the current state of research on the use of systemic and process approaches in the education of economic disciplines. In doing so, it draws on a range of Scopus-indexed journals to ensure a comprehensive, high-quality, and up-to-date synthesis of the literature.

PURPOSE OF THE RESEARCH

The field of education management has seen considerable research on system and process approaches in university innovation and the application of Total Quality of Educational Management (TQEM) to improve the quality of education in economic disciplines. Existing literature offers methods and recommendations for enhancing educational processes and overall education quality.

Key studies include Edward Deming's work, which highlights the concepts of quality and a systematic approach to management, influencing the development of Total Quality Management (TQM) ^[7]. Verma explores the application of TQM methods in education, focusing on improving the quality of educational processes ^[8]. The significance of TQM in educational institutions and its impact on education quality and outcomes is emphasized by Sallis ^[9].

Research by Demiray demonstrates the positive influence of TQEM on teachers' attitudes towards distance learning, leading to successful implementation and improved education quality ^[10]. Widyastuti emphasizes the importance of a process-oriented approach in higher education, highlighting its potential to enhance learning quality and student outcomes ^[11]. Poh highlights the importance of TQEM in improving processes, culture, and outcomes in higher education, contributing to overall education quality improvement ^[12].

In addition, studies have examined innovation in education, quality assurance in higher education in Uzbekistan, challenges faced by educational institutions, and recommendations for improving educational management systems ^[13-21].

Despite the wealth of research in educational management and quality assurance, there remains a gap in investigating the system and process approaches in university innovation to enhance the capacity and quality of teaching economic disciplines using TQEM. Further research in this area is warranted to address this gap and advance the field.

RESEARCH METHODOLOGY

To carry out a thorough exploration of the system and process approaches in augmenting the power and quality of training in economic disciplines, a comprehensive research strategy is necessitated. This methodology will focus on research published in Scopus-indexed journals to ensure the highest academic rigor and broad spectrum of analysis.

1. Literature Search:

The research process will start with an extensive search of Scopus-indexed journals, employing relevant key terms and phrases such as 'systemic approach,' 'process approach,' 'economic disciplines,' 'education,' 'capacity enhancement,' 'quality improvement,' and 'training power.' The timeline for the search will span publications from 2010 through 2023 to maintain currency and relevancy in the context.



2. Study Selection:

Studies will be chosen based on the following inclusion criteria: (1) empirical studies that specifically investigate the systemic and process approaches in economic education; (2) studies written in the English language; and (3) studies published within the defined timeline. Studies will be excluded if they are (1) non-empirical or theoretical in nature; (2) not focused on the systemic or process approaches in economic education; or (3) published prior to 2010.

3. Data Extraction and Synthesis:

Selected studies will undergo a rigorous data extraction process, wherein important information such as authors, year of publication, research objectives, methods, sample size, primary findings, and implications will be carefully noted. The extracted data will be categorized and structured for further interpretation and synthesis.

4. Quality Assessment:

To gauge the quality of the selected studies, the Mixed Methods Appraisal Tool (MMAT) - Version 2018 will be employed [22]. The MMAT is a widely used tool for assessing the quality of qualitative, quantitative, and mixed-methods research.

5. Data Analysis:

The analysis of the collected data will follow the thematic synthesis method as suggested by Thomas and Harden (2008) [23]. This approach allows for identifying and analyzing recurrent themes across the selected studies, making it apt for understanding the implications of systemic and process approaches in economic education.

6. Reporting of Findings:

The presentation of findings will adhere to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. These guidelines provide a comprehensive structure for reporting systematic review findings and ensure a transparent and replicable research process [23].

Moreover, the study identifies principles, methods, and tools that contribute to positive outcomes.

Applying statistical methods and tools to collected data enables the identification of relationships, patterns, and statistical significance, providing a comprehensive understanding of the impact of system and process approaches in the university's innovation activities and their influence on teaching economic disciplines using TQEM.

The study focuses on exploring the concept, principles, and application of TQEM in university education and assessing its effectiveness in improving the quality of teaching economic disciplines. It also examines the relationship between system and process approaches and TQEM, aiming to integrate these approaches for optimal results.

The study demonstrates the dynamics of increasing the potential and quality of education in economic disciplines using TQEM, providing milestones, indicators, and approximate values. Qualitative indicators showcase the progress and potential for improvement, though specific outcomes depend on the implementation and context of each university. Employing system and process approaches with TQEM has the potential to enhance the capacity and quality of teaching economic disciplines at universities, emphasizing the need for tailored implementation to achieve effective results.

HIGHER EDUCATION POTENTIAL ANALYSIS UZBEKISTAN

In the republic, there are a total of 210 higher education institutions, including 36 universities, 48 institutes, 4 academies, 26 branches, 1 conservatory, 30 branches of foreign universities, and 65 private higher education institutions¹.

The higher education sector in Uzbekistan plays an important role in the development of the economy, human capital, and innovation:

The share of higher education in the total volume of educational services increased to 51% by the end of 2022, compared to 47% in 2017.

The number of teaching staff in higher education increased by 1.6 times from 2017 to 2022.

In the 2021/2022 academic year, the number of foreign students studying in higher education institutions in the country increased fourfold compared to 2017/2018, reaching 5.1 thousand people.

Expenditures on research and development in higher education organizations in Uzbekistan increased by 1.3 times in real terms.

An analysis of the growth dynamics polynomials of the number of students between years (x) and the number of students (y) in retrospect and perspective shows that the number of students and interest in higher education has a linearly increasing growth, taking into account the forecast period until 2025 (Figure 1).

1 www.stat.uz

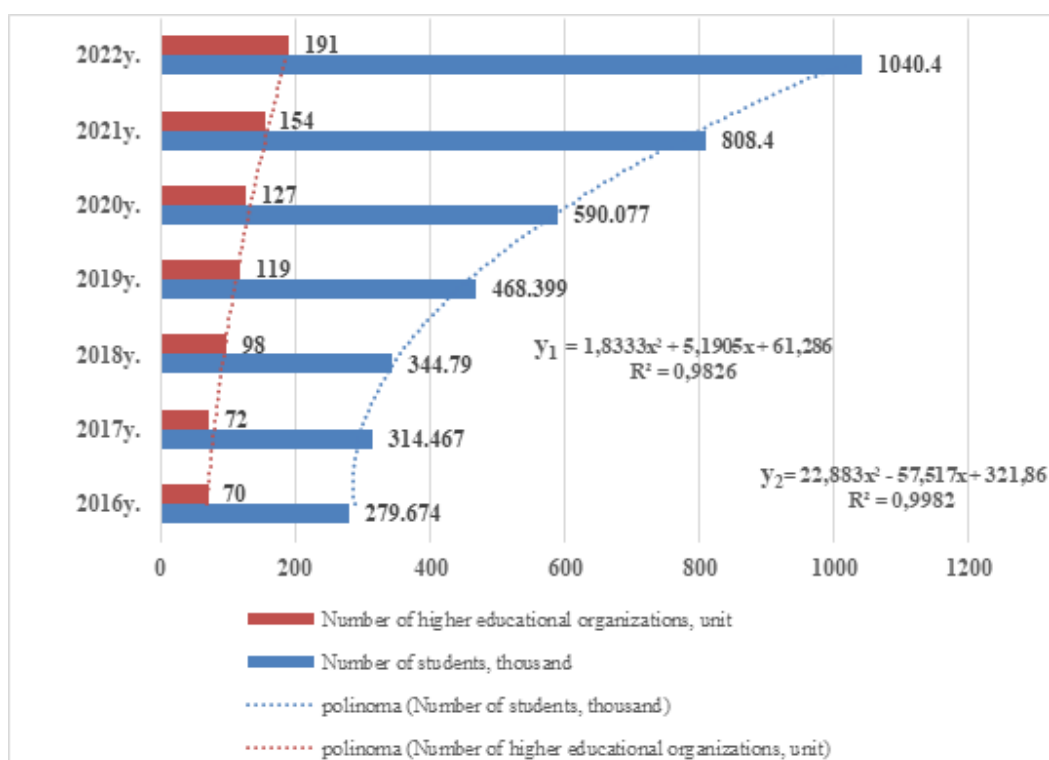


Figure 1: Dynamics of the relationship between the number of higher education institutions and the number of students from 2016 to 2022.

Using the methods of statistical analysis of the growth potential of universities, such as calculating the correlation coefficient and plotting, we analyzed the growth in the number of students in dynamics since 2016 and correlations with the growth potential of universities, we considered the correlation coefficient between years (x) and the number of students (y) based on the data provided:

An overview of trends in the higher education market over the past five years shows a sharp increase in the number of universities by more than 2.5 times (from 72 in the 2017/2018 academic year to 210 universities in the 2022/2023 academic year) and a more than threefold increase in the number of students (from 298,000 in the 2017/2018 academic year to 1.04 million students in the 2022/2023 academic year)².

The concentration index of the country's higher education market, based on the estimation of market shares of universities, decreased from 191 to 147 during the period from 2017 to 2022. This reflects a high level of overall competition among universities.

The calculation of the market concentration index by regions showed that the market for educational services at the regional level is moderately concentrated. The level of territorial concentration of higher education in the 2022/2023 academic year was 1525, a decrease from 1745 in the 2017/2018 academic year.

The study focuses on examining systemic and process approaches to enhance the capacity and quality of training in economic disciplines within the higher education context of Uzbekistan. The research encompasses three key stages: line-by-line coding of primary research findings, development of descriptive themes, and generation of analytical topics.

The line-by-line coding of primary research findings revealed the significant role of higher education in fostering economic, human capital, and innovative development in Uzbekistan. This is evidenced by the rapid growth in the number of higher education institutions and students, along with the increasing competitiveness among universities. The study emphasizes the importance of system and process approaches in driving educational innovations and highlights the potential advantages of implementing the Total Quality Education Management (TQEM) concept.

The development of descriptive themes based on line coding yielded the following key themes. Firstly, the expansion of higher education underscores the notable trend of rapid growth in the number of universities and students in Uzbekistan, resulting in heightened competition among universities. This expansion has elevated the role of higher education in the country's development. Secondly, adopting system and process approaches demonstrates the potential for improving the quality and potential of economic education. These approaches

acknowledge the complexity of the educational process and aid in optimizing various aspects, including curriculum design and resource allocation. Lastly, the integration of TQEM as part of a system and process approach can help maintain a high level of education quality. TQEM encourages standardization, systematization, and collaboration among educational stakeholders.

By generating analytical topics, the study concludes that strategic development in higher education has led to the rapid expansion of institutions and student enrollment, indicative of the sector's strategic growth in Uzbekistan. However, in the face of increasing competition between universities, strategic efforts are necessary to uphold and enhance quality and capacity.

Moreover, system and process approaches offer practical avenues for fostering innovation in universities. When combined with the integration of TQEM, these approaches contribute to the continual improvement of learning outcomes, fostering a culture of continuous enhancement in the field of economics education.

KEY FINDINGS AND CONCLUSION

The innovative activities of universities to enhance the potential and quality of teaching economic disciplines can benefit from the implementation of systemic and process approaches. The utilization of the Total Quality in Educational Management (TQEM) concept further enhances these approaches, leading to improved outcomes. Here are the key findings and conclusions related to the use of system and process approaches in university innovation activities with TQEM:

- **System approach.** Adopting a systems thinking perspective allows universities to view the educational process as a complex system, considering the interplay of various elements and stakeholders. Applying a systematic approach in university innovation activities enables the optimization of teaching economic disciplines by considering factors such as training programs, teacher qualifications, resources, and infrastructure.
- **Process approach.** The process approach focuses on analyzing and optimizing specific learning processes, enabling effective management of their sequence, relationships, and outcomes. Implementing the process approach in university innovation activities helps identify and address bottlenecks, optimize resource allocation, and enhance the quality of teaching economic disciplines.
- **Total Quality Educational Management (TQEM).** TQEM is a methodology aimed at achieving and maintaining a high level of educational quality. Integrating TQEM into university innovation activities facilitates the standardization and systematization of teaching economic disciplines, while fostering improved collaboration among students, teachers, and university administration.
- **Capacity and quality enhancement.** Employing systems and process approaches with TQEM can enhance the capacity and quality of education in economic disciplines. Optimizing educational processes based on student needs, introducing innovative teaching and assessment methods, and improving participant interaction contribute to more effective education and better preparation of students for the demands of the modern job market in economics.
- **Continuous improvement.** University innovation activities should be ongoing, continuously seeking new approaches and solutions. The application of systems and process approaches with TQEM is an iterative process that necessitates continual analysis and improvement of educational practices.

The work suggests that the use of systems and process approaches, in conjunction with TQEM, enables universities to effectively manage innovation and enhance the potential and quality of teaching economic disciplines. These approaches facilitate the optimization of educational processes, foster increased interaction among participants, and support ongoing enhancements in learning outcomes.

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Yashil

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