



MODELS OF ENSURING THE QUALITY OF HIGHER EDUCATION IN WORLD PRACTICES AND THE EFFECTIVENESS OF THEIR USE

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ABSTRACT

This article analyzes the models of protecting the quality of higher education in the world program and their benefits.

KEY WORDS: *higher education, innovation, goals, standards, educational criteria, scientific and educational activities, management, educational technology*

DISCUSSION

Today, higher education requires scientific and technical achievements and the ability to create a high level of added value in the field of innovation. As a result, there is a need for economic analysis of the quality of higher education, identification of financial, economic and management problems, assessment of the ability to achieve the set goals in the face of constant changes in external and internal factors. In this regard, the President of the Republic of Uzbekistan Sh. Mirziyoyev said: "... we need to logically complete our national programs on education. To this end, the most important task of the Government, relevant ministries and departments and the entire education system, our esteemed teachers and professors is to thoroughly educate the younger generation, to bring them up as physically and spiritually mature people. It is time to take our work to a new level, to create modern jobs for our children, to ensure that they take their rightful place in life "[1].

In general, in higher education, as in other sectors, quality is one of the main factors that ensure competitiveness and save costs. This will require economic, organizational, informational, legal support that will ensure the sustainable socio-economic efficiency of higher education and raise it to a new level of development. In this regard, the development of scientific proposals and practical recommendations for assessing the quality of higher education outcomes determines the relevance of the chosen topic.

The concept of higher education quality has been received differently by stakeholders and various competent organizations. Sources of international importance contain information about its three components: subjects of education; normative documents of education; learning environment [2]. In the research of L. Vlaskin and L. Greenberg, the quality of higher education is a multifaceted, multilevel and dynamic concept, which depends on the semantic unity of the educational model, the mission and objectives of the institution, as well as specific standards [3]. V. Levshina's research has expressed many controversial points, that is, shows two aspects of the quality of higher education: the quality of the outcome of the educational process; description of quality assurance systems. This requires a comprehensive analysis of the content of education, the process of training applicants, teaching staff, information and methodological support, educational technologies and scientific activities [4].

Scientific research has been conducted in Uzbekistan on the economic aspects of the quality of higher education. The issues of financing and management of higher education are widely covered. In particular, according to N. Mirkurbanov, regardless of the type and stage of the national economy and education, its existence and functioning in a market economy is based on quality criteria. Quality assurance in higher education leads to the training of mature personnel in the provard. This is an unproven axiom that has become a major issue for the Government of the Republic of Uzbekistan, the



Ministry of Higher and Secondary Special Education, and higher education institutions [5]. According to A. Karimov, L. Peregudov and M. Saidov, quality is a multifaceted concept in higher education. It should cover all functions and activities in the field of education - educational and academic programs, research and scholarships, full staffing, staff, students, buildings, facilities and equipment, all work for the welfare of society and the academic environment [6].

These studies have not comprehensively explored issues such as the optimal level of quality of higher education, social impact, and the allocation of resources to ensure the quality of higher education. In this regard, it is important to develop methodological approaches to the use of foreign experience in improving the quality of higher education in the reform of the higher education system of Uzbekistan.

One of the priorities in implementing a strong social policy in Uzbekistan is to improve the system of higher education and bring its quality to world standards. Improving the quality of higher education will ensure the sustainable development of the country's economy and its global competitiveness, increase the competitiveness of higher education graduates in the labor market and ensure the export of educational services, recognition of qualifications for foreign citizens and organizations.

The processes of globalization, the internationalization of the economy and business require national higher education systems to train qualified personnel who can work effectively in the rapidly changing global labor market. Higher education is becoming a social boon as well as a customer-centered education service system.

The concept of the quality of higher education first appeared in the economic literature in the nineteenth century, and the full tariff was achieved when the classical higher education system reached its maximum level of development. The quality of education reflects the socio-economic importance of education, and the description of educational activities includes its results, economic, social cognition and cultural aspects. There are various scientific approaches in defining the quality of education in the economic literature. According to the first approach, the quality of higher education is characterized by the factors influencing it. Including requirements (goals, standards, educational criteria); provision of resources (educational programs, human resources, contingent of entrants, infrastructure, logistics, finance); educational processes (scientific and educational activities, management, educational technology) and other factors are taken into account.

The second approach is based on the requirements of the laws of a market economy in relation to the beneficiaries interested in the development of the education system. In all tariffs for

the quality of education, a comparison of certain basic norms, standards, requirements, goals is made.

The formation of an effective system of quality assurance in education is a strategic priority and requires the active interaction of all subjects of education policy (national, regional, international, institutional).

The different national systems that ensure the quality of education in the world differ from each other in many respects. In the Organization for Economic Cooperation and Development (OECD) member countries, the higher education system is grouped according to the following criteria: the number of higher education institutions, the structure of higher education management, the grouping of higher education institutions, the degree of organizational autonomy. National systems of quality assurance in higher education differ in the following aspects:

- Government rights;
- Degree of involvement of public and trade unions;
- Statement of goals and objectives;
- Criteria and procedure.

This situation is determined by the differences in the education systems in different countries, including the management of the educational process and cultural traditions.

The following models of quality assurance in higher education are distinguished in the world practice:

The French model - nominal place is given to the internal self-assessment of the university, the main emphasis is placed on the effective external evaluation of the university by the state or public organizations. The German (Anglo-Saxon) model is used in Germany, France and the Scandinavian countries. In this model, the internal self-assessment of the university plays a crucial role and takes into account the expert assessment of the quality of external professional, social education, and it is widespread in the UK, Ireland, USA, Latin America, Philippines, Taiwan.

The "French model" of higher education quality assurance systems, the "continental" model of management of educational institutions is based on the following principles:

- Establishment of centralized control by the state over the policy of paternalism in relation to higher education by public authorities in the regulation of the development of higher education (Ministry of Education, Ministry of Education);
- Restriction of the independence of the higher education institution (financial and academic);
- Availability of a strong stratified system of university education (usually free);
- The leading role of state property in education.



In these cases, the quality of education is ensured by the responsible government agencies and funded by the government. Such quality assurance systems will be under government control, licensed, subject to state accreditation, certification, inspection, comparison of different higher education institutions, and allocation of financial resources.

The Anglo-Saxon model is based on the principles of the following "Atlantic" model:

- Independence of higher education (liberal approach to university development strategy);
- Higher education institutions have great autonomy, including rational financial and economic independence of each university;
- paid higher education system services;
- The share of non-state property in the education system is high.

The "American model" of improving the quality of education is based on the accreditation of educational institutions and educational programs and is an effective combination of the "French" and "English" models. U.S. universities have developed a self-assessment system. In other words, American higher education is largely controlled by higher education institutions. The process of accreditation of universities is carried out by the Association of Regional Universities and Colleges. These associations include specialized higher education commissions and accredit higher education institutions in the region. Accreditation of USA educational institutions is a system of collective regulation of higher education institutions to ensure a balance between the right to academic freedom and their responsibility to the state and society. Underlying the USA self-regulatory system is an assessment at the higher education institution level aimed at improving the education system.

The Bologna model of improving the quality of the higher education system is based on the following principles: voluntary participation and preservation of national identity, including the convergence of national higher education systems. Its basic provisions are set out in the 1999 Bologna Declaration, adopted by 29 European countries. The goal of this model is to provide access to the European education system and increase its international prestige and competitiveness.

At the beginning of the XXI century, due to political and economic changes in many countries, there is a convergence of systems to improve the quality of education. These changes are seriously affected by the Bologna process of improving the quality of higher education.

The Bologna Model is based on the following principles:

- Reduction of centralized control over the academic and research activities of higher education institutions and expansion of their independence and responsibility;

- Existence of national higher education institutions and higher education assessment organizations independent of the state education management structure;

- Mutually acceptable criteria for assessing and ensuring the quality of education and their use;

- Full participation of higher education institutions in the evaluation process;

- The following changes to this procedure should be given priority in the self-assessment report and compared with the external auditor's expert opinion.

Thus, all models of improving the quality of education are based on internal and external evaluation, and the exact mechanism of their implementation may vary. External control of higher education institutions is aimed at the collection of quantitative indicators of the university, as well as the identification of achievements and problems in the quality of education does not allow planning to improve the quality of education.

The quality education systems established by the universities themselves are a promising form of self-regulation, with each institution developing its own conceptual scheme, assessment methodology and methodology and implementation plan in accordance with its assessment strategy, program, goals, objectives and resources.

In Uzbekistan, the legal basis for the system of control and evaluation of the quality of the educational process and training has been formed. The state system of attestation and accreditation of higher education institutions of Uzbekistan to some extent meets the requirements set in the Bologna process of improving the quality of education. Needs improvement in some areas. In Uzbekistan, employers and students are not actively involved in ensuring the quality of higher education. The practice of self-assessment at the level of international standards is not established, the regulatory framework for its implementation is insufficient. The legal and regulatory framework for the system of socio-professional examination of educational institutions in the field of external evaluation is not perfect. The analysis shows that the main focus in ensuring the quality of education in Uzbekistan is not to improve the quality of education, but to report. Passivity in the implementation of the internal system of quality assurance in education is due to the lack of good information supply and lack of qualified personnel. External mechanisms of quality assurance in education are aimed at monitoring compliance with the established requirements of the organization of the educational process, rather than the strategy of improving the quality of education.

At present, in accordance with international requirements and recommendations aimed at ensuring the quality of education in Uzbekistan, the system of improving the quality of education needs to



be improved, and it is expedient to implement the following:

- Ensuring the broad and active participation of students, employers and public organizations interested in improving the skills of graduates in the process of improving the quality of education through the introduction of a system of regulation and incentives;

- Attention should be paid to the final results of students' studies, including employment in their specialty;

- Focusing on the internal mechanism of improving the quality of education will allow to strengthen the internal motivation of teachers working in the higher education system to improve the quality of education;

- A balance must be struck between reporting and improving the quality of education, as the ultimate goal of measures to improve the quality of education is to improve its quality. The report reflects the current state of the educational process;

- The results of attestation and accreditation of higher education institutions should be widely published in the media, on the Internet;

- Ensuring international comparative comparison of the quality of education should be carried out at the level of higher education institutions and government agencies that ensure the quality of education.

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