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QUALITY MANAGEMENT IN HIGHER EDUCATION AND ITS FEATURES

Gafurova Shahlokhon Karimovna[1]

ABSTRACT

The concept of "quality of education" in higher education institutions, management of educational quality and factors affecting it are theoretically studied in this paper. In addition, the concepts of ISO and TQM (total quality management) in quality management and the author's approach to the specific features of quality management in the field of higher education are described, and suggestions are made for the theory of quality management in the field of education.

Keywords: *Quality of Education, Quality Management, TQM (Total Quality Management), ISO Standards, Higher Education Institutions.*

Introduction

The current state of the problem of the quality of education reflects the contradiction between the growing demands of society for human morality and intelligence and the actual level of knowledge and development of graduates of educational institutions. In such conditions, it is important to look for new approaches to improve the efficiency of organization and management of educational systems, focusing on quality aspects, and to implement systemic reforms in the field of education on this basis.

The modern education system has undergone significant changes in the last few years in our country, and currently, increasing the competitiveness of education and improving its quality is of great importance. This cannot be achieved without systematic quality management. Therefore, educational quality management is recognized as one of the urgent problems facing the modern higher education system.

Literature review

Analysis of the problem of educational quality usually begins with determining what quality depends on, in other words, researchers first of all begin with finding an answer to the question "what determines the quality of education?" In fact, this is an important problem, and depending on its solution, the methods on which the quality management of education in higher education is based are chosen.

Based on the analysis of the "quality of education" category, we can note that there are several approaches to considering this concept in the scientific literature. The range of opinions expressed by scientists in this field is quite wide. In particular, according to D.V. Puzankov, the quality of education is based on three important foundations: educational goals and content; the level of professional competences of professors and teachers and organization of their activities; state of the material-technical and scientific information base of the educational process [3].

V.M. Sokolov expressed a similar opinion and believes that the quality of the educational process depends on a number of variables that ensure the level of education and upbringing of a person [4]. He

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includes educational content, forms of educational process organization, pedagogical technologies, personnel training, professional development and retraining, motivation of their activities, infrastructure of educational institutions as variables of educational quality.

A number of researchers distinguish three components of the quality of education: the quality of educational content (the quality of knowledge, the quality of problem solving methods), the quality of educational technologies and teaching methods (the quality of organizing cognitive activity, the quality of stimulating cognitive activity, the quality of monitoring the performance of educational activities, the quality of monitoring the results of educational activities); the quality of a person's knowledge (the quality of acquiring knowledge, the quality of skills and qualifications, the quality of acquiring moral standards) [5,6,7].

N.A. Selezneva believes that the quality of education can be considered in a narrow and broad sense [8]. She stated that in a narrow sense, the quality of education is understood only as the level of preparation of university graduates, and in a broad sense, it reflects the conformity of education with certain needs, goals, attitudes and standards. E.B. Gafforova, V.A. Balaban and I.F. Kravchenkos also associate the quality of education with the level of training in a narrow sense, and consider the quality of everything that exists or happens in the university as a set of factors that determine this training [9]. But in an expanded interpretation, they divide these factors into four blocks as components that determine the quality of education:

- The quality of the entity providing educational services (teachers;
- The quality of the facility where the educational service is provided (students);
- The quality of the process of providing educational services (curriculum, characteristics of the organization of the educational process, its methodological and technical support);
- The quality of the internal and external conditions in which the educational process is carried out.

Most scientists associate the evaluation of the quality of education with the integrated nature of the educational process and its results, reflecting the compliance of the educational result with the educational standard [10]. Analyzing the four quality concepts (conformance to the standard, conformity to the field of application, conformity to value and conformity to "hidden" needs), V.Nujdin emphasizes that most universities adhere to the first concept - that the knowledge of a university graduate meets state standards [7]. This approach has two more disadvantages: a) the misconception that it can be achieved through quality control; b) ignoring the needs of the educational market (standards do not correspond to changes in consumer demands). Educational standards and specific regulatory documents are necessary to improve the quality of education. Higher education needs high-quality professional standards, with clear descriptions of content, quality, and requirements for skills and competencies [11]. At the same time, we believe that an innovative component is also necessary in the standards.

Analysis and results

The main potential that ensures the innovative development of Uzbekistan's economy is embodied in higher education institutions, and its level is directly determined by the quality of higher education. Therefore, one of the important goals of reforms in the education system of Uzbekistan is aimed at improving quality. The quality of higher education as a priority is reflected in the concept of development of the higher education system of the Republic of Uzbekistan until 2030 [1]. According to this document, the government sets the task of the higher education system "to train highly qualified, creative and systematic thinkers, who are able to make independent decisions on the basis of international standards, to create the

necessary conditions for them to demonstrate their intellectual abilities and develop as spiritually mature individuals." So, it can be noted that the concept of "education" has the meaning of developing and forming a person, that is, it is aimed at meeting the social, cultural, economic and other needs of the person, society and the state as a whole [12]. From this point of view, in the approach that reveals the content of the quality of modern education, the main criterion is the level of meeting the needs of the individual and the society, and the conformity with the needs of the individual and the society. This approach is based on defining the quality of education in terms of its ability to meet the needs of consumers and recipients of educational services. On the other hand, the issue of personnel training based on "international standards" is raised. Therefore, the educational quality management system should be built taking into account the requirements of international standards (ISO 9001:2000) and the principles of total quality management (Total Quality Management) at the institutional level.

The reason we come to this conclusion is that from the viewpoint of the task set by the government, the concept of TQM and the concept of ISO do not exclude each other, but complement each other. In this case, if the ISO standards are intended to regulate the relationship between the producer and the consumer, the concept of TQM is intended to solve the internal problems of HEIs. ISO standards answer questions about what to do to ensure quality, and TQM principles - how to do it.

Without dwelling on the history of the formation of ISO standards in detail, we can say that today about 25 standards have been developed in the ISO 9000, 10000 series, which contain norms and requirements that activities in the field of quality management must satisfy.

Based on the analysis of TQM practices and ISO 9000 series 2000 standards, we have summarized eight quality management principles underlying the standards and related to the TQM concept.

Principle 1. A consumer-oriented organization. The prosperity of any organization or enterprise depends on the volume of sales of their products or services, which in turn depends on the conformity of these products (services) to the needs and requirements of consumers. All employees of the organization must know and understand the needs and expectations of consumers.

Principle 2. The role of leadership. Above all, senior managers must demonstrate their commitment to quality by their personal example.

The role of management is to provide an environment of trust and work without fear, to identify, recognize and encourage people's contributions to the work, and to support open and honest relationships. Such an environment maximally helps to reveal the creative potential of employees, to find the best solution to quality problems.

Principle 3. Recruiting employees. People form the most important and valuable part of an organization, so the best use of people's capabilities can bring maximum benefit to the organization.

The quality management system and its mechanisms should encourage employees to take the initiative to continuously improve the quality of the organization's activities, to take responsibility for solving quality problems, to actively increase their knowledge, to communicate their knowledge to their colleagues, to present their organizations to consumers and all interested parties only from a good side. .

*Principle 4.*Process approach. It primarily refers to an algorithmic approach to the design of a quality management system as a set of interrelated processes. At the same time, each process is considered as a system with certain consequences:

- Process inputs and outputs must be clearly defined and measured;
- Consumers of each process and their requirementsare determined and satisfaction with process results is studied;
- Interaction of this process with enterprise functions is established;
- Each process must be managed and authority, rights and responsibility for managing the process must be defined;
- When designing the process, its provision of resources should be determined.

Principle 5. Systematic approach to management. This is closely related to the previous principle and the view of the quality management system as a set of interrelated processes. A systematic approach also includes continuous improvement of the system through measurement and evaluation.

Principle 6. Continuous improvement. Continuous or constant improvement is one of the goals of the enterprise. The principle of continuous improvement requires knowledge and application of relevant methods and approaches such as the Deming cycle, Pareto analysis, control charts, etc. An environment of recognition should be created to encourage improvement processes in the system.

Principle 7. A fact-based decision-making method. This principle is an alternative to the way decisions are made in practice, often based on intuition, feeling, past experience, assumptions, etc. Decisions are effective if they are based on data and information analysis.

Principle 8. Mutually beneficial relations with partners. It is clear that there is an interdependence between the organization and its partners, and it is also clear that a mutually beneficial relationship offers the best opportunities for both parties.

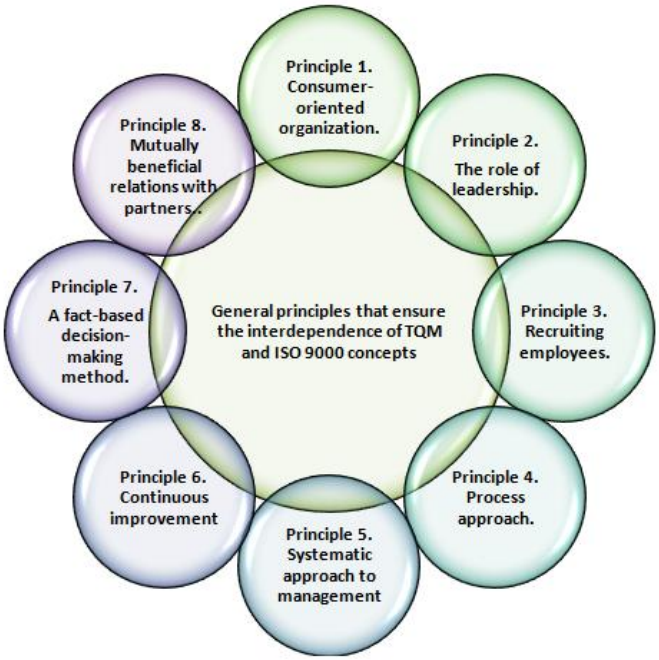

Figure 1. Interrelated quality management principles of TQM and ISO 9000 concepts

(Summarized by the author)

The above-mentioned principles should be used when creating a quality management system within the HEI. But, as we mentioned earlier, the quality management (TQM) system based on ISO 9000, on the one hand, is universal and designed for use in different conditions. On the other hand, ISO requirements are mainly for the production network, which is aimed at the production of products and services that are different, but have some common characteristics. The analysis of the educational process showed that it has many similarities with any production process, but there are also fundamental differences. Educational services provided by higher education, that is, training of highly educated specialists in one or another field, have a special feature. The uniqueness of educational services, in our opinion, is determined by a set of the following aspects of this service:

- Types of activity (the main activities of the HEI are education and science);
- The object of activity (the object of education is the human person, which rejects any template approaches);
- Duration of production and labor capacity (4 years-bachelor + 2 years of master's degree, 7200 + 3600, total 10800 study hours);
- Complexity (40-60 different subjects are taught, a large amount of modern information and communication tools are required);
- Scientificity (the effectiveness of educational activity depends on the effectiveness of scientific research, it is scientific activity that allows professors and teachers to constantly improve and supplement their professional knowledge and practical experience);
- High cost (most of the employees are highly qualified specialists: doctors of science (Ds and PhD), professors and associate professors);
- Period of consumption (usually - opinions about quality education are formed for many years);
- Responsibility (highly educated specialists are the main element of the intellectual potential of the society).

It seems that it is unlikely to "fit" the educational services quality management system into the framework of a system based only on the ISO 9000 series. In general, we believe that it is wrong to fully apply international standards and to deny them. This requires a creative approach, on the basis of which it is necessary to clearly interpret these rules and to focus practical actions accordingly. Therefore, it is necessary to enrich the standards with TQM system levers.

Thus, in our opinion, the distinctive features of quality management in the field of higher education are:

- The diversity of the quality of education (social, economic and cultural aspects of education, the quality of the final result of education in accordance with each of them and the quality of the potential of educational systems that ensure the achievement of this quality; the quality of educational and training results, creative and reproductive, knowledge and skill components);
- Multi-level of final quality results (quality of graduates of bachelor's, master's, doctoral studies, advanced training and retraining);
- Multiple subjectivity of the quality of education (assessment of the quality of education is carried out by a large number of different subjects; the main subjects: students themselves, graduates of higher

education and post-higher education, students of various additional education programs; parents of students; employers; society and the state departments; the education system itself; representatives of its various levels and stages; researchers of the education system);

- Multi-criteria - the quality of education is evaluated by a number of criteria according to the aspects of education;
- Polychronicity is the coordination of current, tactical and strategic aspects of the quality of education, which are perceived differently by the same subject at different times (over time, during life, in work, graduates re-evaluate the quality of education they received, the value of certain subjects and teachers; society and the state, the level of development they revise the priorities of the quality and content of education, etc.);
- Uncertainty in the assessment of the quality of education and educational systems (a high level of subjectivity in the assessment of the quality of education by various subjects);
- The nature of permanence and change of education. Among the many qualitative characteristics of educational systems, educational institutions and their graduates, there are invariant qualitative characteristics common to all graduates of each educational level, for each specialty or training field, and specific (specifically for this set of graduates or educational systems) variable qualitative characteristics.

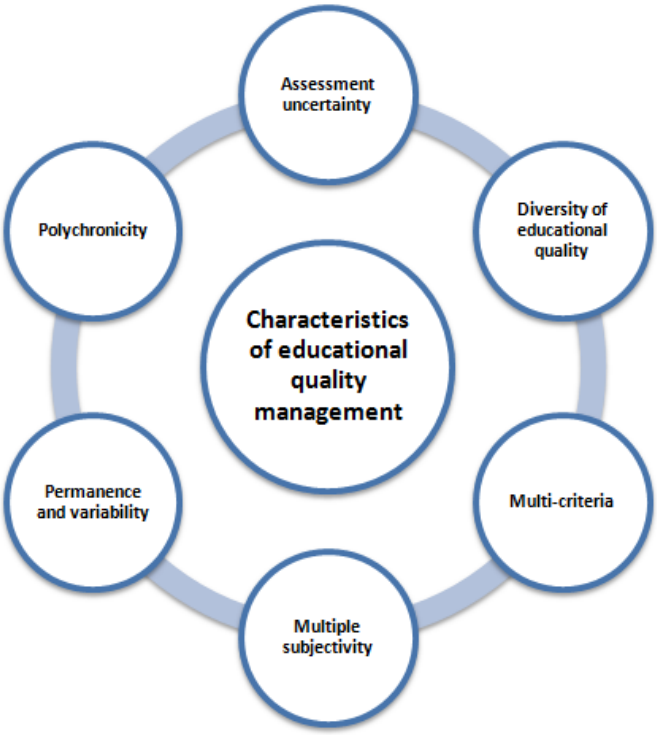

Figure 2. Specific features of quality management in the field of education

(developed by the author)

Conclusions.

It follows from this that it is necessary to consider the quality of education as a multidimensional concept, and a systematic and process approach from the point of view of quality management is recommended to reveal it. Management of educational quality is a problem area of the general theory of quality management based on the specific characteristics of the object. This management approach makes it possible to solve a number of differences and contradictions that actually exist at the institutional level during the innovative development of the educational system. These are:

1. The difference between the quality of admission to higher education and the quality of graduates. Our government has made great positive changes in ensuring the fairness, transparency, and convenience of higher education admission processes. Entrants have expanded opportunities to choose educational institutions and training courses, higher education admission quotas have been increased. The state directly participates in the admission processes and ensures that the admission processes to the state higher education institutions are carried out based on the centralized procedures and criteria established by the state. At the same time, the selection possibilities of state educational institutions are being limited. State higher education institutions, especially institutions in the technical field, are forced to admit applicants with a low score (around 30% of the maximum score on average). Because abandoning them in the conditions of strong competition will put the educational institution in a difficult financial situation. Despite the strong role of the state in determining the quality of knowledge of applicants during the admission process, it can be said that the state does not participate in determining the quality of knowledge and skills of graduates of higher education institutions. We believe that the process of quality assessment at entry and exit of higher education should be carried out at the same level.

2. Conflict between the quality of trained specialists and the requirements of employers. The current state of educational process management, based on traditional approaches, has limited opportunities to fully meet the modern requirements of the labor market.

3. Lack of a mechanism to ensure the coordinated and positive impact of scientific and innovative developments in HEIs and their quality of educational services. The use of the results of the scientific-innovative activity of professors-teachers in the educational process is at a low level.

4. The contradiction between the needs of intellectual, cultural and professional development, which ensures the competitive position of the person in the labor market, and the provision of their social protection in the society in the conditions of vocational training. Most students study on a fee-contract basis and do not receive a scholarship. You have to work outside of class to pay for living and tuition expenses. In such conditions, the current educational process organization mechanism cannot guarantee the quality of education.

5. The gap between the state demand for the guaranteed quality of educational services provided by HEIs (educational standards, qualification requirements) and the society's need and insufficient development of the mechanisms to achieve it. In the conditions of increasing standards of the number of students per staff unit of one professor-teacher (today every 16 students), the ratio of hours of independent education has increased, appropriate mechanisms for training quality personnel have not been created.

6. Contradiction between higher education enrollment volumes and ensuring employment of graduates in their specialty. At this point, it should be noted that most of the expenses of the higher education service are borne by parents and families, so the job placement is also their responsibility. For example, not only the

family, but also the state, the employer and the whole society are interested in the results of higher education. While the state participates in this by allocating grant quotas and monitoring the employment of graduates within it, mechanisms that ensure the participation of the society that will have a person with a developed culture and worldview in the field of production that uses the knowledge and skills of the specialist have not been introduced.

7. Contrast between the level of development of the theory and practice of quality assurance systems in different social and economic systems and the state of adoption of this direction in the educational practice of HEIs. In HEIs, quality assurance of teaching is mainly limited to taking measures.

At this point, we believe that it is permissible to clarify the concepts of teaching quality and education quality. "State educational standard of higher education" approved by the order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan dated October 19, 2021 No. 35-2021. Although the word quality is used 14 times in the Basic Rules, the quality of education is not defined. However, a significant emphasis is placed on quality control. According to him:

- control of the quality of teaching — checking the level of knowledge of the learner and determining the level of mastering the educational program;
- control of the quality of education — verification of the compliance of the content and results of education with the requirements of the state educational standards [2].

It follows that the quality of teaching indicates the level of knowledge of the learner and the level of mastering the curriculum, while the quality of education determines the compliance of its results with the requirements of state educational standards. The quality of teaching is different from the quality of education. The first is the level of acquisition of knowledge, skills, competences and skills achieved by different groups of students in educational institutions in accordance with accepted educational standards. The quality of education, in turn, describes the characteristics, signs and indicators of the educational process that ensure the effectiveness of education that meets the social needs of the time.

It is wrong to believe that with good teaching there is good education by itself, and with bad teaching - vice versa. The goal of education determines what the appropriate pedagogical system should strive for, and the goal of teaching is the most effective action toward this goal. Even the most effective teaching can result in poor teaching if the wrong goal of education is set. Lack of purpose in education leads to poor education. The current higher education quality management system does not adequately prepare students for life and successful professional development after graduation. In other words, education whose purpose is only to teach according to the requirements of standards and whose graduates do not meet the requirements of the employer does not meet the needs of society.

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