

Management of the Quality of Education in Higher Education Institutions

Gafurova Shahlokhon Karimovna

Doctoral student of Bukhara Engineering and Technology Institute
shaxlo_gafurova@mail.ru

Annotation: In modern conditions, the quality of training of specialists determines the future fate of universities. Like industrial enterprises, universities have embarked on the path of competition for both the supplier market and the consumer market for their products. In this regard, universities began to understand that it is necessary to create conditions that provide the required level of training of personnel, and learn how to manage it.

Keywords: specialists, industrial enterprises, profession, universities, methodological problems, university staff.

I. Introduction

The problem of the quality of personnel training during the transition to market relations has become very acute due to the following reasons:

elimination of state distribution of university graduates;

shortage of specialists capable of working in market conditions, with a quantitative redundancy of the market of traditional specialists;

unstable demand for specialists from consumers;

decrease in motivation to master technical knowledge and acquire an engineering profession;

reduction of state budget financing of educational and scientific activities;

recognition of the autonomy of universities.

II. Literature review

Most universities actively respond to the above factors: they open new (in demand) areas and specialties (at the same time reducing the output of traditional ones), improve curricula and programs, expanding the profile of training in existing specialties, etc.

However, these events, for all their obvious expediency and necessity, are, as a rule, fragmented in nature, often bearing the inevitable imprint of a narrowly professional approach, as they are developed by teachers with a stereotype that has developed over decades for solving emerging educational and methodological problems.

The first question that arises before the university staff is what to take as a basis for creating a management system - the provision of a service or the production of products. In other words, you need to decide: is education a service or a specific production process? Educational institutions can provide services, including to students, but beyond educational programs. If this is a process, then it is necessary to determine, firstly, suppliers and consumers, and, secondly, decide what to focus on in the training system - on the result or on process management.

III. Analysis

An analysis of the educational process showed that it has much in common with any production process, but it also has fundamental, in our opinion, differences. The activities of the university differ significantly from the activities of industrial enterprises in that its object is a person. This excludes template approaches.

The specificity of the university is determined by its main activity - educational, the main task of which is the education and training of specialists who are competitive in the world market. The effectiveness of educational activities is closely related to the effectiveness of scientific research carried out at the university.

Scientific activity makes it possible for the teaching staff to continuously improve and replenish their professional knowledge and practical experience. It is obvious that both of these directions cannot fruitfully develop without information technologies, and, consequently, without the third direction - information.

The social, financial, and economic activities of the university also have their own characteristics. The university cannot work effectively in all of the above areas without a well-organized administrative and economic structure.

The creation of an effective quality-based university management system and, along with it, an integrated system of continuous education of students in the field of quality will significantly increase the level of graduates' training and their competitiveness in the labor market.

The main problems that arise when creating a quality-based university management system:

different interpretations of the concept of “quality” and the criteria for its evaluation;

lack of a clear understanding of what products the university produces;

misunderstanding of the role of trainees - students;

the complexity of identifying consumers of university products and identifying their requirements;

rooted specific management style;

lack of strategic planning in the field of quality;

pronounced differentiation of personnel (teachers, researchers, administrative and maintenance personnel);

What kind of products do universities produce (manufacture)? They train and graduate engineers (specialists) and highly qualified personnel (candidates and doctors of sciences). Universities develop and publish educational, methodological and scientific literature, create scientific, technical and intellectual, and even certain types of industrial products; provide consulting and information services and additional educational services.

The main type of finished products of the university are specialists. However, the training of a specialist is a very long "technological" process (5-6 years). In addition, if we take the entire education system as a whole (from kindergarten to doctoral studies), then the total duration of the “technological process of production” is from 19 to 22 years. At what industrial enterprise the technological process of production continues for such a long time. Therefore, the main features of any educational institution are the “products” that it produces and the duration of the “production process”.

The peculiarity of the “products” produced by universities is that the student is not only a “product”, but also a participant (subject) of the educational process, and a consumer of other types of university products.

IV. Discussion

Professors and teachers of the university are carriers of not only knowledge, but also a common culture. Therefore, the second important feature of educational institutions is precisely the quality of the teaching staff, which is assessed, for example, by the presence of scientific schools in the university, because it is participation in their work that makes a significant contribution to the formation of a specialist who meets modern requirements. Professors and teachers who conduct research work are the direct producers of the “products” of the university.

It depends on them whether students will study with pleasure (i.e., it is with pleasure to fulfill the requirements regulated by the State Educational Standards), whether the most “advanced” students will fulfill special additional requirements that are formed by teachers and researchers who involve them in their work. Scientific schools, some of the students “will go the distance”.

The very “screening out” (culling) of students largely depends on the quality of the teaching staff of the university. One of the features of educational activity is that there is no unambiguous assessment of “product defectiveness” (defective products) yet. Thus, the role of the teaching staff in the university is extremely high, since their intellect, professionalism, scientific potential and the ability to interest, establish contact, find the optimal measure of relationships with students largely determine the motivation of students to study.

The role of the teaching staff of the university at the present time, when the problem of “quality of life” in general is being discussed all over the world, is also to create a system of continuous education in the field of quality and ensure its effective functioning. This system should be based on the continuity of knowledge. In such a system, the working subsystem should be the supplier-consumer relationship.

In other words, each teacher who conducts classes in his discipline should be considered as a consumer - for teachers of the previous cycle of disciplines, and as a supplier - for teachers of subsequent cycles of disciplines. Thus, the teams of teachers are faced with the task of applying a scientific approach to the formation of curricula and programs of disciplines. Currently, the problem of quality is being introduced into the minds of the heads of enterprises, organizations, firms, companies. This means that this problem should first enter the minds of young professionals. This should become their philosophy. That is why a number of universities have already developed plans for continuous training in the field of quality in many specialties.

These are not only independent disciplines in quality management, certification, standardization and metrology. In each discipline, technical, technological, methodological issues are considered from the standpoint of ensuring, achieving and improving quality. Nevertheless, this is easy to proclaim, but not at all easy to implement.

In recent years, higher education has moved from an informative system of education to a problematic one, which is based on the independent work of students under the guidance of a teacher. The role of the teacher is also changing: he becomes a mentor and consultant. It is most important task is to motivate students to study and work independently. Consequently, one more feature of educational activity in the university is that it is necessary to create an opportunity for students to work intensively, because without this it is impossible to become a full-fledged specialist. Within the framework of the concept of quality, some ideas about how to conduct

training have also been developed. These ideas are based on the idea of a team approach to the learning process. Many observations show that traditional lectures and seminars often do not achieve their goals in full. Of course, this does not apply to outstanding teachers, the legends of whose mastery survive for decades.

Therefore, it remains to state that in many cases it is the command (brigade, group) form of organization of the educational process that carries the charge of additional efficiency that has already been lost in classical forms. Among other things, team learning helps people prepare for this type of teamwork after graduation.

Quality management is based on documentation that describes (documents) all processes (procedures), as well as the actions of process participants to achieve the required quality level.

According to the modern version of the ISO-9000 standard, the quality system is interpreted as a quality management system, which consists of three subsystems: a quality management system, a quality assurance system and a quality assurance system.

It is necessary to start with ensuring the quality of training of specialists. Documentation for quality assurance management is available in every university, as it is, first of all, technological documentation (educational programs) that regulates the provisions on structural divisions and the provisions for the implementation of various functions, as well as quality plans and programs, plans for internal audits, work plans, etc.

It would seem that there is nothing new in this documentation, and this problem has been solved in universities. However, the analysis of university documentation during certification shows that the regulatory documentation has not been updated for many years; there are no regulations on departments, faculties, or specific structural divisions. In addition, in form, this documentation does not correspond to any guest. Universities do not have a system for developing normative documentation and updating it.

Technological and regulatory documentation is the foundation of the entire quality management system, so it must be brought into line with modern requirements.

The documentation of the quality management system includes the management policy in the field of quality, quality manuals for areas of activity, university standards, methodological instructions for areas of activity, and a number of others.

As a rule, universities do not have quality management system documents that meet the requirements of the International Standards ISO 9000 series. To develop them, it is necessary to involve specialists in the field of quality management or standardization, for example, graduates of specialties 072000 or 341000.

The quality assurance system should include regular self-assessments according to certain criteria; surveys of employees, students, graduates, consumers; determination of the level of mastering academic disciplines by students; state certification of graduates.

In addition, of course, the quality management system will be effective if all participants in the educational process are united by a single goal to achieve a high level of specialist training. Moreover, for this, it is necessary to introduce the ideology of quality management in the university, eight fundamental principles that formed the basis of the International Standards ISO-9000 (9001, 9004) version 2000.

V. Conclusion

Understanding university activities and the above problems from the standpoint of the criteria of International Standards allows:

develop up-to-date regulatory and working documentation for all areas of activity;

eliminate duplication of procedures;

create a control system based on quality plans;

improve the efficiency of the organizational structure;

clearly distribute the powers and responsibilities of all levels of management;

clearly formulate goals and highlight key processes;

manage resources more efficiently.

In addition, most importantly, the introduction of a quality-based management system at a university allows you to involve the entire team, including students, in ensuring high results in educational and scientific activities.

References:

1. Gafurova Shahloxon Karimovna THE PROCESS OF QUALITY MANAGEMENT IN EDUCATIONAL INSTITUTIONS. Actual problems of modern science, education and training. March, 2022 - 3. ISSN 2181-9750
2. Nizamov, A. B. (2020). DIRECTIONS OF THE COOPERATION DEVELOPMENT OF THE HIGHER EDUCATION AND INNOVATED VOCATIONAL TRAINING SYSTEM AT A NEW STAGE. *Вестник науки*, 1(7 (28)), 43-49.
3. Nizamov, A., & Gafurova, S. (2020). Directions for providing the quality of educational services in higher educational institutes. *Scientific research results in pandemic conditions (COVID-19)*, 1(05), 142-147.
4. Nizamov, A. B., & Gafurova, S. K. (2020). Assessment of factors influencing the quality of education in higher educational institutions. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(6), 1784-1796.
5. Karimovna, G. S. Improving the Quality Management System in Higher Education.
6. Dilfuza Mahmudovna Rakhmonova Requirements for preschool education teacher. *Ta'lim, fan va innovatsiya* 2022/5
7. Rakhmonova Dilfuza Maxmudovna Socio-pedagogical foundations of using the principle of cross-culturalness in the process of teaching a foreign language. *Turkish Journal of Physiotherapy and Rehabilitation*; 32(3)
8. Dilfuza Mahmudovna Rakhmonova THE CONCEPT OF PEDAGOGICAL TECHNOLOGY, ITS DEFINITIONS AND DIFFERENCES FROM THE METHODOLOGY. *International Journal on Integrated Education*. Copyright (c) 2022 Author (s).
9. Sumaira Nawaz, Khaitova Gulshan Bahodirovna, and Akhmedova Mehrinigor Bahodirovna. "Explanation of Agricultural Terms in Dictionaries". *Indonesian Journal of Innovation Studies*, Vol. 18, May 2022, doi:10.21070/ijins.v18i.606.

10. Akhmedova Mekhrinigor. The meaning of spirituality: different approaches and development of the word. Science and practice: a new level of integration in the modern world. 2018/4/28. - P.110-113
11. ISLOMOV ELDOR YUSUPOVICH, AHMEDOVA MEHRINIGOR BAHODIROVNA. THE ESSENCE OF SPIRITUALITY IN THE UZBEK LANGUAGE. XIII МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ " ЯЗЫК И КУЛЬТУРА" Челябинск, 26 апреля 2018 года. - P.12-15
12. Bahodirovna, A. M. "Semantic Field and Sema in Uzbek (In the Example of 'Ma'naviyat')". INTERNATIONAL JOURNAL OF INCLUSIVE AND SUSTAINABLE EDUCATION, vol. 1, no. 4, Oct. 2022, pp. 77-80, <http://inter-publishing.com/index.php/IJISE/article/view/173>.