



Quality Of Education And Competitiveness

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ABSTRACT

The relevance of the topic of this article is determined by the increasing competition among the developing countries of the world and the fact that Uzbekistan follows a competitive strategy and strives to occupy high places in world rankings in various fields: economics, education, science, sports, information technology. The scientific article analyzes such concepts as "quality of education" and "competitiveness", studied the constituent elements of the quality of education, the impact of the quality of education on the formation of competitive competencies. At the same time, the constituent elements of competitive competencies were analyzed in relation to the higher education system. In conclusion, the idea is given that the quality of education is important in the formation and development of competitive competencies.

Keywords:

education, quality of education, quality of results, quality of process, quality of conditions, competitiveness, competence, competitive competence

Introduction

On December 20, 2022, the president of the Republic of Uzbekistan Sh.Mirziyoyev's appeal to the Supreme Assembly and the people of Uzbekistan said that the name of 2023 will be called the "The Year of Caring for People and Quality Education". In his speech, the head of state said: "improving the quality of education is the only correct way to develop a new Uzbekistan" [1.B.1]. One of the factors that determine the competitiveness of a higher educational institution in modern times is the quality of Education. According to the Concept of "Development of the higher education system of the Republic of Uzbekistan until 2030" approved on October 9, 2019 year, inclusion of more than 10 higher education

institutions in the republic in the list of higher education institutions(Quacquarelli Symonds World University Rankings, Times Nigher Education yoki Academic Ranking of World Universities) in the first 1000 places of the ranking of internationally recognized organizations, National University of Uzbekistan and Samarkand State University and it is planned to include the university in the list of the first 500 higher education institutions[2]. In this regard, it is important to analyze the content of the concept of "quality of education" and its role in increasing the competitiveness of a higher educational institution.

meanings. Education can be understood as a social phenomenon, process, result, system, product. Educators working in the educational system understand it as a process and the result of this process[3.B.90].

The law of the Republic of Uzbekistan "on Education" defines: "education is a systematic process aimed at providing deep theoretical knowledge, skills and practical skills to the learners, as well as the formation of their universal and professional knowledge, skills and abilities, and the development of their abilities"[4].

Education as a system is characterized by integrity, internal interaction, organization, openness and mobility. When we refer to the opinions of famous allomas in the history of philosophy in describing the concept of "quality", Aristotle understood the finite and transitive property by "quality". Democritus, followed by Galileo, divided adjectives into subjective (from the point of view of human understanding) and objective (corresponding to something) adjectives. The English philosopher John Locke, on the other hand, considered objective qualities as primary, subjective qualities as secondary. The German philosopher Kant developed the concept of "quality" through the concepts of "thing itself" and "something for us". Hegel studied the relationship of the concept of "quality" with the concept of "quantity" and confirms the superiority of quality over quantity. There are also various definitions in modern scientific literature. For Example, L.N.Davidova defines "quality" as the sum of certain properties that characterize the essence of an object and its difference from other objects[5.B.5]. As can be seen from the definitions of the concepts of "education" and "quality", they are social, economic, pedagogical categories.

S. E. Shishova and V. A. according to calney, the quality of education is the indicators of an educational institution that ensure the development of student competence (educational content, forms and methods of education, material and technical base, etc.k.) of sum[6].

Literature Review

Within the existing philosophical, economic, pedagogical scientific literature, there is very little literature devoted to the competitive relationship of the quality of Education. Most of the available literature focuses on the educational process and its quality or the competition of organizations and institutions of different levels and the problems of ensuring their competitiveness. Scientific work close to the problems presented in this article was prepared by the following authors. In Particular, A. V. competitiveness of the national economy in the context of information globalization of Potapenko, A. L. Drondin quality of education as a factor in the competitiveness of a higher educational institution, S. K. Kaldibaev, A. B. Beishenaliev the role of the quality of the educational process. quality of Education, a. V. In his scientific articles, Brovina covered issues of ensuring the competitiveness of a higher educational institution. Veronika Bikse, Baiba Rivza and Ieva Brens analyzed in their scientific work the problems of improving the competitiveness of University of Latvia graduates in their respective states and in the European Union.

Research Methodology

The scientific paper used methods of analysis and synthesis, abstraction and generalization in the process of studying the content of such concepts as "education", "quality", "competence", a comparative scientific method was used in the research of scientific approaches to the quality of Education. The relevance of educational quality and competitive competence was determined through the principle of dialectical engagement.

Analysis And Results

Under different circumstances, the concept of "education" can have different

A. S. Zapesotsky considers the quality of Education:

1) - this is the result required in a society and professional environment, consisting of a system of knowledge, qualifications, skills of a specialist;

2) quality of Education—a complex of features of the educational process that predicts the ability to satisfy the needs of not only citizens, but also state, society, organizations [7].

Laptev V. V. proposes to decompose the components included in the concept of "quality of education" into the following three interconnected parts:

1) related to the quality of the structure;

2) related to the quality of the process;

3) related to the quality of the result [8.B.3].

With the help of the same three organizers, the integration of the concept of "quality of education" occurs.

In our opinion, the quality of education should be viewed as the uniqueness of the quality of the result, the quality of the process and the quality of the conditions associated with each other, forming a single structure.

The quality of the conditions includes:

- level of the material and technical base;
- quality of teachers' activities;
- activities of governing bodies;
- personal qualities of students;
- level of educational and methodological support;
- quality of internal and external assessment.

The main components of the quality of the process:

- quality of the content of educational programs;
- learning process management;
- quality of educational and methodological and material and technical support;
- learning process technology;
- quality of pedagogical personnel;

- the quality of those who study.

The quality of the result can be seen as a system consisting of the following elements:

- quality of student knowledge;
- quality of the student's cognitive activity;
- degree of preparation of the graduate;
- qualifications of graduates;
- competitiveness and employment of graduates;
- achievements of graduates and dynamics of promotion from service plants;
- development of the student's personality.

Such a division can be considered conditional, since they are all connected.

An important person in the educational process is a teacher. Therefore, the quality assurance policy begins with the formation of a team of professors. The quality of professors is determined by the curriculum, teaching methodology, competitiveness of graduates in the labor market, qualification level, the need and ability to engage in teaching activities, popularity, scientific activity, the presence of a Scientific School. The elements that make up the concept of "teacher quality" can be identified, but none of them can be measured in quantitative quantities. For example, the level of competence is determined by basic education and subsequent professional development, the presence of a scientific degree and title, pedagogical work experience, work experience in a particular area. The material and technical base of the higher educational institution is characterized by the presence and value of the main tools that ensure the educational process and the conduct of scientific research (buildings, machines, equipment, library, etc.). The quality of Education also depends on the motivation of the employees. To ensure the attractiveness of the teaching profession, they must have an appropriate social position. The quality of educational programs is determined not only by the fact that some educational science related to the field meets the educational

standards, but also by the presence of an innovative organizer in it.

At the center of the educational process stands a student who is considered a consumer of knowledge. It is for him that lectures are read, textbooks are written, new educational technologies are developed. Therefore, it will be correct to talk about the quality of the education recipient. Bu shunday materialki, u o'quv jarayonining yakuniy natijasiga aylanishi kerak. O'quvchining sifati quyidagi ko'rsatkichlar bilan tavsiflanadi:

- previously acquired knowledge in vocational training subjects;
- computer learning;
- knowledge of foreign languages;
- desire to read;
- intellect;
- spirituality;
- giftedness, memory;
- discipline;
- persistence;
- performance;
- observability;
- planning his career.

The quality of education is an important factor affecting the competitiveness of a higher educational institution.

In recent years, concepts such as "competency-oriented education" have emerged. It is the training of students and students in the formation of skills, qualifications, experiences related to a particular field and their use in practice. The word "competence" is derived from the Latin word "competo", meaning "I am achieving", "I am worthy", "I deserve". Competitiveness competence is also present, and competitiveness competence is seen as an intrinsic factor in competitiveness. It is not clear whether competitive competence is the ability to participate in competition or to have an advantage in resources, results and competitive actions. It is clear that this is the ability to withstand competition and gain an advantage over competitors. Competition moves behind these abilities. The content of the concept of competitive competence can be understood in broad and narrow meanings. In a broad sense, competitive competence is such

abilities that without them it is impossible to survive in competition. Such qualifications necessary for the implementation of competitive actions are that their significance is determined in the process of competition. Reducing the size of the concept of competitive competencies, under this concept is understood unique, irreversible, non-copyable, abilities that form competitive advantage and provide complete superiority over competitors.

There is another meaning to the concept of competitive competencies. In this case, such competencies are understood that there will be an advantage in them and competition over their improvement [9.B.131]. In this sense, competencies become the object of competition and the subject of competitive influences. In this case, it can be said that competitive competencies are such basic competencies that competitive axial effects are carried out on them, an attack is carried out, an attempt is made to imitate, and they lose their uniqueness.

Competitiveness competencies can be studied in the competencies of organizations, institutions and individual individuals, since they are fundamentally different from each other. Competitiveness competence in relation to an individual is the sum of knowledge, skills, skills and mental readiness of an individual to participate in interpersonal competition, which ensures the ability to carry out competitive actions.

Competitive competencies of individuals in relation to the higher education system are mainly meant by competencies of the executive personnel. Taking into account the specificity of tasks and functions in this field of education, it is advisable to divide all competencies into the following groups:

- Universal (universal);
- universal;
- professional;
- professional-special.

Yu.B. In Rubin's opinion, general cultural competencies are present in all professional manifestations, which are competencies for the provision of universal and universal aspects of professional activity. They include:

- determination of the driving forces and laws of the socio-economic process, the environment of activity and its place in it;
- compliance with social obligations, tolerance, moral and legal norms;
- obedience to the rules of social behavior;
- support social, interpersonal cultural ties in their native language and foreign language;
- socialization, proper maintenance of Health and physical condition to protect oneself and those around you in the event of a disaster[10.B. 26].

General professional competencies of heads of higher education institutions are general management and management competencies. They include planning, control, motivation, the ability to manage at the strategic, tactical and situational level of behavior, as well as specific competencies inherent in management professions.

Professional competencies of heads of higher educational institutions are the sum of managerial competencies in the process of educational activity, that is, competencies that form the core of the identity of the rector's profession or top managers in education. These competencies are involved in managing the competitiveness of an educational organization.

Professional special competencies, on the other hand, are management competencies that reflect the sectoral, entrepreneurial, competitive, scientific and other identities of the educational organization. In this respect, the rectors of different higher educational institutions differ from each other. In particular, the implementation of competitive actions is also included in the above competencies.

Conclusion And Recommendations

From the above, the quality of education can be described as the uniqueness of the quality of the result, the quality of the process and the quality of the conditions associated with each other, forming a single structure. And

the quality of education is important in the formation and development of competitive competencies. Competitive competencies, in turn, serve to improve the quality of Education. Thus, the quality of education and competitive competencies will be present in dialectical engagement.

Each higher education institution must pay attention to improving the quality of education in order to ensure its competitiveness.

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