



# Main Tendencies and Modern Models of Educational Quality Management

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## ABSTRACT

The article highlights the main trends in the quality management of education in the training of competitive personnel in a modern higher education institution and the improvement of pedagogical technologies of the modern model.

## Keywords:

Higher education, quality, intellectual activity, management, trend, modern, model, globalization, strategy, reform, labor market, competitive, quality management, financial capacity, international standard, direction, knowledge, need.

In today's era of globalization, the problems of educating young people, educating them as worthy personnel for the future determine the main directions of reform in each country.

The issue of quality of education is now included in the list of important political processes in the strategy of our country based on the priority principle "For the dignity of man". Explaining the concept of human dignity, the President said: "Human dignity means the creation of decent living conditions and modern infrastructure for every citizen, the provision of qualified medical services, quality education, social protection, a healthy environment." [5].

The Action Strategy for the five priority areas of development of the Republic of Uzbekistan pays special attention to improving the education system, which is one of the priorities for the development of the social sphere [1].

The New Development Strategy of Uzbekistan for 2022-2026, which is an integral part of the Action Strategy and includes 100 goals within the 7 priority areas of development for the next

5 years, sets out urgent tasks to improve the quality of education in the field of fair social policy and human capital development. [2].

Many researchers reject the complexity and multidimensionality of the concept of "quality of education", denying the abstract nature of the quality of education, emphasizing that the content of the concept of high quality is the maximum compliance with the tasks to be solved in preparing specialists for this level. [20]

Among the most global features of the problems related to the quality of the higher education system are education standards and the level of quality, its recognition by others, integration and needs-based, etc.

The level of development of education in any society is directly determined by the needs of the education system, the satisfaction of customer and government demand, the effectiveness of education quality management in educational institutions, including higher education institutions (HEIs). The interests of the participants in this process play a key role.

S.N.Severin and V.V.Savchuk conclude that the quality of education is an approach to modern social and technological requirements. ) create a certain opportunity to measure and define quality by setting goals. S.N.Severin and V.V.Savchuk conclude that the quality of education is an approach to modern social and technological requirements. ) create a certain opportunity to measure and define quality by setting goals. [19; 7-8 p].

E.V. Tishinova describes the quality of education as a set of measured features and outcomes of education, grouping it in terms of quality-outcome, quality-process, quality-marketing, and considers that each of them has its own characteristics based on different approaches to assessing the quality of education. [21; 2-3 p]. In his view, the Quality-Outcome approach limits the scope of evaluating the multidimensional space of "quality" to the achievements of students and alumni. The quality-process approach partially fills this gap. The quality-marketing approach is closely related to the concept of "effective education" and is often replaced by the concept of "quality of education". Summarizing all the views and approaches, EV Tishinova concludes that the quality of education is a complex (integrative) approach that combines all approaches.

It is important to pay special attention to all factors affecting the quality of education in higher education institutions, to ensure the quality of education, effective use of opportunities and conditions, to improve the effectiveness of management mechanisms, based on the role of future professionals in improving their professional competence and creativity. shows.

Scholars cite various trends as factors influencing the quality of education: quality of management of educational institution, quality of personnel, level of curricula, state of educational process, state of infrastructure, level of learning environment, quality of student involvement, etc. [9], [11], [12].

No organization, no enterprise or institution can succeed without management [18; 5-6]. In the management of the university, the effectiveness of the activity is reflected in its management, the concepts of management and quality of

education are inextricably linked through the correct formation of management trends in all areas based on a systematic and modern approach, development of specific management models and management functions;

Scientists RH Djuraev, ST Turgunov say that management means the organization of management (management, governing power, organization), leadership (planning, regulation-coordination, control), the activity to achieve its goals, that is, a set of methods, forms, and tools for coordinating and managing the activities of individuals or their groups [7; 6-6] in general, management is the organization and management of a particular type of activity, ie the organization, control and management of the actions and attitudes of people working in different fields, the proper use of their capabilities and abilities. they reach.

Modern approaches to education management emphasize the importance of quality management, and many advanced universities pay special attention to the use of "quality management system" in the field of education to manage the quality of education.

The application of the principles of General Quality Management (GQM) in the management of the quality of education is important. General quality management is a method that assumes that the results of an organization's intellectual activity can also be evaluated. Quality management consists of aspects such as quality policy, goals, responsibilities, quality planning, management within the quality system leads to its improvement [13].

Modern quality management in the management of educational processes - means the systematization of the activities of the university, the establishment of control, taking into account each process that affects efficiency, analysis of results, forward-looking strategic planning.

Given that organizational processes are a set of structures, tasks, procedures and resources that provide management, its components and their interrelationships, requirements and principles, functions, quality indicators are determined. The purpose of creating a quality system in higher education is to improve the process of continuing education and achieve the quality of

training of graduates, as well as increase the efficiency of using the existing potential of higher education (human, scientific, resource). The stated goal requires the solution of the following tasks [8]:

- Identify the processes of educational activities of the university;
- Identification of all processes;
- Interaction;
- Coordinating the course of all organized processes, linking them, taking into account their intersection;
- Documentary description, registration and approval of all processes;
- Implement documented processes and make corrections if necessary.

The purpose of systematizing the quality management of higher education is to fulfill the short-term and long-term mission of higher education, increase the prestige of the institution and create a competitive environment among other universities, thereby expanding consumer satisfaction, financial, economic, educational and social goals.

One of the conceptual tasks of management is to create a modern system of performance-oriented motivation, while adhering to the collective values of the goals in the development of the mission of the university. [10;10-6]. In this case, the use of operational (operational) management increases efficiency. This approach to management involves ensuring that the tasks are solved quickly in a short period of time, a process that is encountered in the daily life of the university.

The effectiveness of the quality management system of the university depends on how it is modeled, the correct implementation of quality management modeling processes, document management, defining the organizational structure of the quality management system, creating a monitoring system, workflow planning, internal audits and self-assessment,

continuous improvement, corrective and preventive actions.

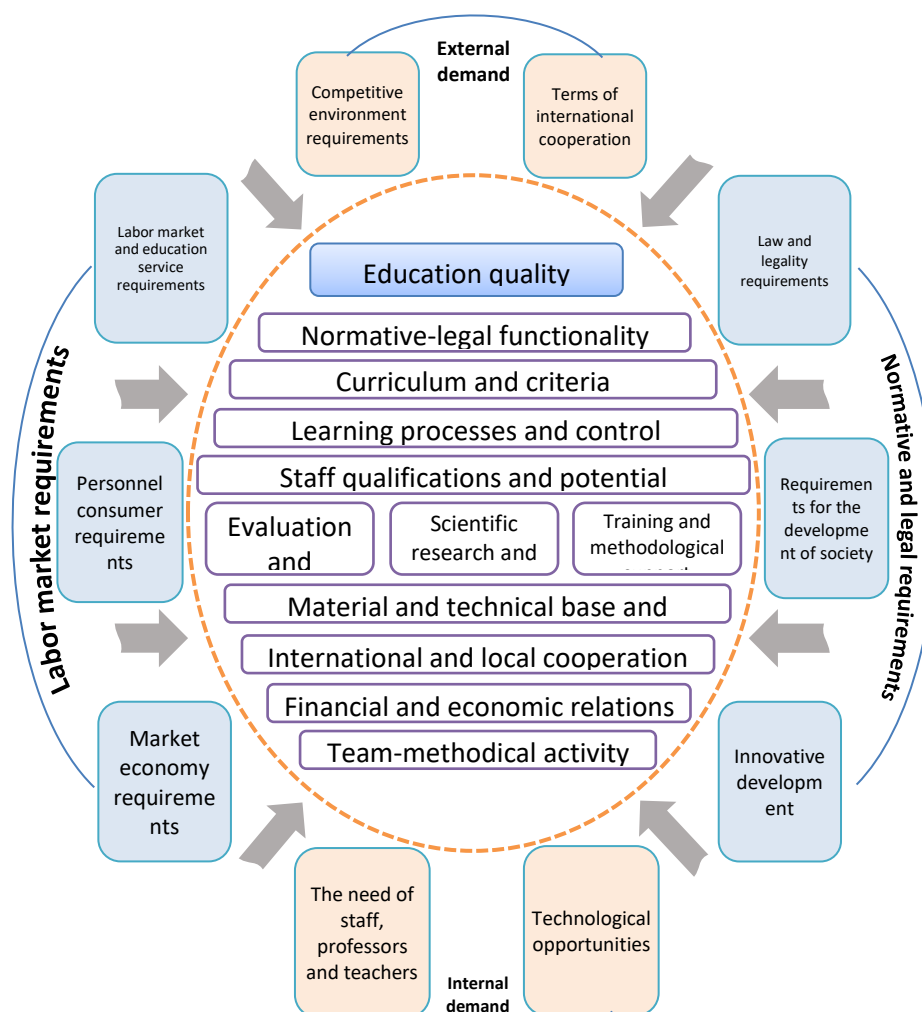
Currently, in world practice, universities have a number of models of quality management systems [14]:

- Model of quality management system according to the international standard ISO 9001: 2000;
- European Quality Management Fund (EFQM) model and its modifications for higher education;
- Model of the Center for Higher Education Policy Research, University of Twente (Netherlands) (CHEPS);
- Model of the Association of Dutch Universities (VSNU);
- Belgium-Netherlands model (HBO Expert Group);
- American Baldrige National Quality Award model in the field of education;
- Standard (reference) test model for Australian universities.

Such systems of management based on a process approach allow to continuously improve the training of highly qualified specialists, increase the level of modern knowledge of graduates by ensuring the quality of the educational process, as well as more effective use of existing educational, material, technical, information and financial potential.

Any model of quality management system consists of the principles of various areas and processes of higher education, tasks, methods to be implemented, a set of indicators and requirements, criteria for determining the level of implementation of processes and methods of their evaluation.

Based on the above theoretical and practical conclusions and recommendations, the sources of demand and needs and areas of activity, which define the tasks facing the quality management of education in higher education, can be expressed as follows (1- picture):



**1- picture. Scheme of demand-driven activities of quality management in higher education**

In practice, the experience of modeling the quality management system of higher education in accordance with the hierarchical, subject and functional characteristics is observed. The hierarchical character means the coverage of all structural units - from the administration to the ordinary employee, from the management (upper level of the hierarchy) to the faculties, departments (lower hierarchical levels). Subject marking involves the development of relationships between subjects, objects, processes and conditions of their implementation in educational activities. The hallmark of the quality system's functionality is that planning, organizational influences, motivation and control are mandatory for any process - teaching, research, teaching, methodological, etc [8].

The analysis shows that the quality of education management should be viewed as a

collaborative effort that is not carried out by a group of individuals.

Also, the development and implementation of a quality management system represents a complex of activities in various areas of the institution, including document exchange, personnel management, production system, internal communications, strategic management system, logistics, etc [17].

E.V. Zlobin, S.V. Mishchenko, B.I. Scholars such as Gerasimov believe that technological solutions for education quality management should cover the following areas [10; 14-6]:

- development of a strategy for the development of the educational institution;
- Creation of a new dynamic organizational management structure, including the definition of the components of this structure and their position in relation to each other, the establishment of

interrelationships of components and ensuring the implementation of "development" strategies and interactions;

- Transition from the principle of mutual respect for the organization of management to a single management control of the horizontal coordination type, which combines the components of equality on the basis of self-organization and self-development;
- compatibility of functional structures of quality management with the approach to management in different situations;
- Ensuring the integrity of management functions within the management cycle;
- purposefulness of control actions, definition of control objects and subjects, clear indication of powers, rights, duties and responsibilities of control subjects;
- strengthening the elements of monitoring and evaluation of the results of the educational process based on sound criteria and evaluation indicators;
- Combining different methods and effects of material and social incentives with economic, educational, organizational-administrative, psychological-pedagogical management methods.

In the research on education quality management, based on general quality management, the correct organization of process assessment at each stage of education quality analysis leads to an increase in the quality of results, strengthening the relationship between stakeholders as a measure of balance of all stakeholders and improving technical parameters. , at a time when the labor market and educational services are developing very rapidly, it is emphasized that the retort in this system will lead to degradation in the field of modern management, i.e. deterioration of the quality of education management [15], [16], [21].

The concept of "quality" has a global character and is a systematic process of quality management, absolute assessment of quality; assessment of the composition of quality products; determining the appropriateness of quality; quality assessment; are divided into groups to assess compliance with quality standards [16; 8-11 6].

In the course of studying the research methodology, we witnessed that in the views of AA Avitesov, the educational institution put forward the concept of an activity operator, which includes its structure and criteria for management actions [6]. This includes the actions of the operator (norms), the objectives of the institution, the unknown factors, the content of the tasks that characterize the quality of its work. As an example, the following elements of the management system sequence are reflected in the generalized model of the system of assessment of the quality of education, explaining the mastery of a particular subject by students as a complete system:

- model for assessing (determining) the quality of education;
- model of formation of control actions;
- educational model and managed information-educational model.

The analysis of pedagogical processes and results evaluation practices of universities around the world shows that there are different approaches. While the practice of using general accreditation and internal evaluation systems in determining the quality of higher education in Europe and the United States is based on the concept of general quality management (GQM), it can be observed that a number of countries use their own evaluation practices. These include the Finnish Higher Education Evaluation Council (FHEEC), the French National Evaluation Committee (CND'E), the Swedish National Agency for Higher Education (NAHE), and the German Academic Council (Wissenschaftsrat).

In Uzbekistan, the results of higher education are assessed in accordance with the requirements of the regulations on the certification and state accreditation of public educational institutions and non-governmental educational organizations, the rating of higher education institutions.

Higher education certification and state accreditation are carried out in the following areas [3]:

- efficiency of organizational and managerial activities;

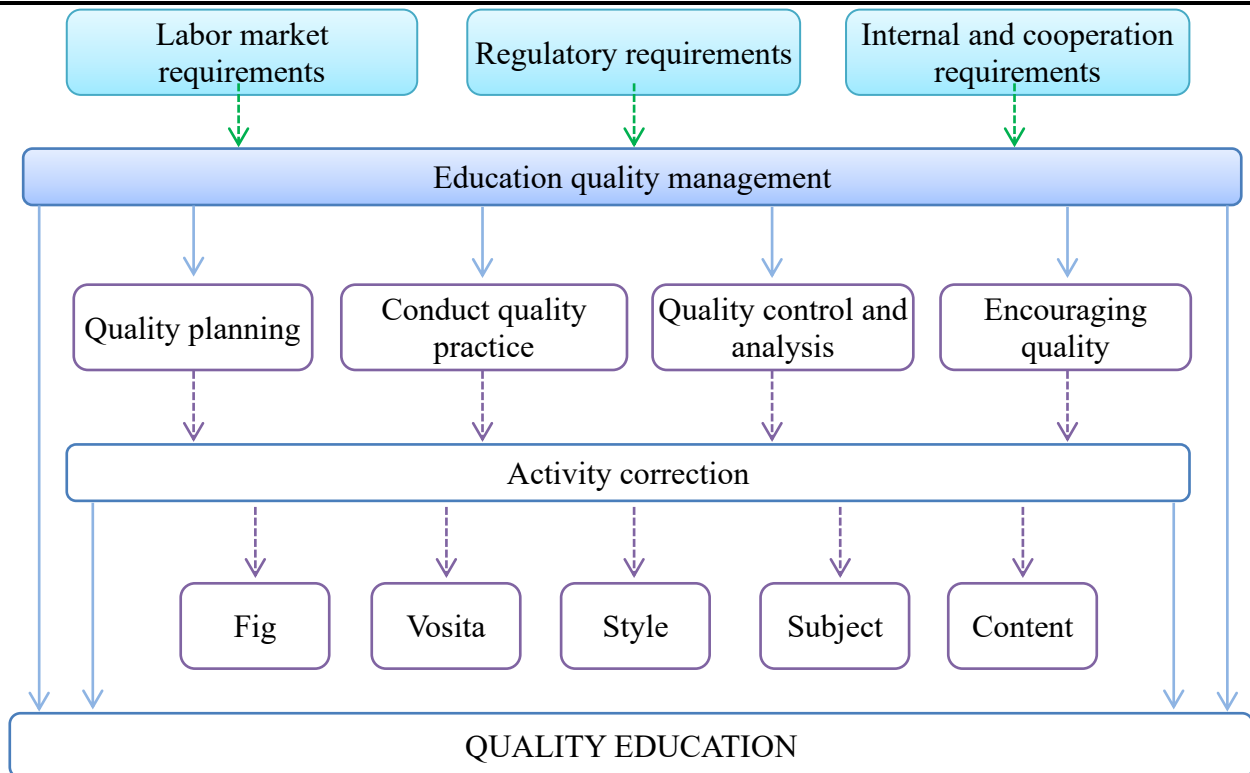
- introduction of state educational standards and curricula in the educational process;
- level of knowledge of students' science programs (knowledge);
- scientific and pedagogical potential of professors and teachers and the adequacy of their specialties (specialties) to the subjects they teach;
- The level of provision of students with textbooks (electronic textbooks) and manuals, the availability of electronic library system, the effectiveness of its use and access to information resources for independent study;
- material and technical support, the level of provision of training laboratories with modern equipment and useful training and laboratory space;
- application of modern pedagogical, information and communication and innovative technologies in the introduction of e-learning;
- integration of education with production and science;
- research activities;
- spiritual and educational activities;
- placement of graduates in the next stages of education or employment;
- establishment of international cooperation;
- organization and implementation of the admission process;
- Completion (quality) of final qualifying works and master's dissertations by graduates, activities related to the final state certification and its results;
- Satisfaction of employers with the knowledge, skills and abilities of graduates.

In order to create a healthy competitive environment among universities, to stimulate the level and quality of their scientific and pedagogical activities, to effectively use the scientific potential of teachers, to achieve high performance in accordance with international criteria and standards and to train highly qualified personnel for the real sector of the economy The following directions will be evaluated through the introduced rating system [4]:

- scientific activity of professors and teachers;
- quality of teaching and learning;
- quality of student knowledge and graduates;
- activities for the development of physical culture and sports;

This practice focuses on the possibilities of qualimetric technologies for assessing the quality of higher education and is based on the principles of comprehensive information about the object, mutual integration of quantitative and qualitative methods, optimization by reducing assessment time, tools and methods, technological and openness of results, proper distribution of information resources.

In general, the study of all available models showed that quality management has the functions of quality planning based on demand and needs in the field of education, based on which quality practice, ie conducting business processes, quality control and analysis, quality promotion, their form, means, style , the composition of the subject, the achievement of quality education based on the correction of the content (2-picture).



## 2- picture. Functions and correctional elements of education quality management

The above necessitates the continuous development of relevant areas in higher education, the establishment of regular internal monitoring studies that will allow to identify and analyze relevant indicators and obtain the necessary information. This allows you to control and manage the level of influence of the factors that shape the final outcome of education.

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