

FEATURES OF QUALITY SYSTEMS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article states that the changes caused by reforms in the educational system, including higher education, have great historical significance in socio-political, legal, economic and spiritual terms, that the reforms carried out not only led to great positive changes in our country, but even in the international arena brought our country's reputation to a new level. It is also expressed in the need to seriously approach the issues of development of the educational system, improving the skills and prestige of educators in society, raising the morale of the younger generation, adapting the spiritual and educational environment to the demands of the time, raising the teacher's profession, prestige, educating new age educators, developing pedagogical science, bringing great attention to the introduction of innovative

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Today, the educational activities of universities are further improved, and the quality of our people's pursuit of Science, which has been formed over the centuries, is once again manifested. Our young people are striving to live a healthy and beautiful life, to have a permanent job in the profession they occupy, to take responsibility, not to underestimate human dignity, in short, to achieve perfection, and in the process, education is seen as the most basic condition.

The need to ensure the competitiveness of the representatives of the Republic of Uzbekistan, access to a single educational space, and other problems can be successfully solved only if "achievements" in higher education management are cooperated with them. From this, the most important task facing higher education is its quality, first of all, including supply mechanisms, it is the development and implementation of quality systems within the HTI on the basis of modern management technologies.

According to the study of S.A.Toshtemirova The word "quality of education" was first officially recorded in our country in 1997 in the articles and sections of the regulatory legal acts of the Republic of Uzbekistan devoted to state control over the quality of Education. This in turn is the impetus for the creation of a number of theoretical and practical developments on the quality of education [1].

Sh.Kurbanov and The quality of education in the studies of the E.Seithalilovs is understood as the degree of satisfaction of what various participants in the educational process expect from the educational services provided by the educational institution[2].

Munisa Ablaqulova believes that the quality of Education – determines the state and outcome of the educational process in society and the formation and development of professional competence of the individual in accordance with the demand and needs of society.

In particular, the quality of education is a body of knowledge required under specific conditions, which is necessary to improve the quality of human life activity and to be used in achieving a specific goal[3].

Great ancient scientist Aristotle the differences between the subjects of quality, while explaining it as a separation by the "good-bad" signs, the encyclopedic great scholar Ibn Sina believes that the quality it is based on experience, analysis, synthesis, generalization. Mir Alisher Navoi considered the concept of quality in relation to concepts such as knowledge and wisdom. German scientist Hegel quality is-with the fact that the thing is in the first place a real, clear existence it is determined, that by losing the quality of something it infects its identity described[4]. Quality management plays an important role in ensuring the quality of Education. In particular, unlike foreign countries that have a long history of development in the conditions of a market economy and the application of its principles in the field of Education has become law, Quality Systems in higher educational institutions of the Republic of Uzbekistan are at the initial stage of formation. In this direction, regular work is carried out in the Higher School, and as a result of them promising methodological, organizational and managerial decisions are being made, interest in applying various models of quality systems is awakening, the number of higher educational institutions participating in competitions awarding prizes in the field of quality is increasing.

Who researched the quality of education and education M.M.Potashnik, P.I.Tretyakov, T.I.Shamovas believe that the science of Educational Management the theoretical-methodological basis is systematic, functional, synergistic, functional, situational, reflexive, national territorial and outcome-based approaches organizes. These approaches provide effective management activities in education serves as a theoretical basis for implementation[5]. Quality management of education is - the processes, advice that lead to an increase in the quality of knowledge and the level of education in the education of higher educational institutions can be interpreted as the management of theory and practices.

In this regard, the founder of quality management V.Shukhrat had proposed replacing the approach based on controlling each part of the quality of the product with a methodology aimed at ensuring the functioning of technological processes in one standard. V.Shukhart's idea of the need to constantly improve quality e.Developed by Deming to manufacturing practice by PDCA (Plan-Do-Check-Act,) i.e. PECA (Planning-Execution-Control-Action)- based on Introduced under the name "shukhart-Deming method" [6]. In Particular, A.Feygenbaum has been involved in science, consisting of stages of quality development, support and improvement "Total Quality Control" introduced the concept[7].

Today, the gross system of Quality Management in higher education – Total Quality Management – TQM is known to exist. The following aspects can be distinguished in its Concept: 1. TQM-mass movement. This means that every employee of a higher educational institution participates in achieving a higher quality of Education. 2. Each employee, department, each higher educational institution (HEI) has its own internal and external "customer and Supplier" Quality Management "to provide competitive staffing and provide competitive educational services. Each graduate, specialist and any service is the result of an effective technological process, improved quality of Personnel Training. The creative capabilities of each employee can be effectively used in the case when the work is organized in

a collective way, which requires the skill of working in a team. The most important aspect of the successful strategy for the implementation of TQM is the involvement of the rector in this process.

A successful factor in the implementation of TQM at HEI is education, organized from the rector to the student – on the principle of “Domino”. Must learn from its competitors, customers, suppliers, and academic year achievements and shortcomings[8]. On the one hand, the methodology of General Quality Management (Total Quality Management or TQM) is actively expanding into the field of Education. Within the framework of this concept, Quality Management, which covers the entire organization, provides, among the most important principles, consumer orientation, higher leadership leadership leadership, process orientation, decision-making based on certain facts, all employee engagement and continuous improvement of activities taking into account the requirements of all stakeholders consuming educational services[9].

The national systems for ensuring the quality of higher education are seriously differentiated according to the educational system in different countries, the organizational and cultural traditions of the states[10].

A.V. According to Vakhobov, the national systems for ensuring the quality of Higher Education differ in the following indicators:

the authority of the government;

degree of involvement of organizations of society and trade unions;

statement of goals and objectives;

criterion and dish [11].

Ensuring the quality of higher education is the success of delivering products, providing services at the level of demand imposed by buyers, as well as the fact that each higher educational institution has its own image. In this way, a cadre is prepared according to the requirements and needs of customers, while the quality of education of a higher educational institution is achieved by high assessment by applicants. Therefore, in higher education institutions of Uzbekistan, taking into account not only the requirements of national applicants, but also the requirements of international applicants, it will also be desirable that each educational institution, in setting a goal, necessarily determines the quality of education and its image, indicating its reputation in bringing this quality of education to higher places, and practically expresses it.

The question of quality assessment in higher education is the world at the end of the 20th century it took the field as the most pressing issue on the scale. United Nations Educational, knowledge and Culture Organization-UNESCO (United The Nations Educational, Scientific and Cultural Organization) adopted the world declaration at a conference in 1998, and its Article 11 was titled “Quality Assessment” [12].

The question of quality is becoming more important, especially in the late 20th and early 21st centuries. It is interpreted in the ISO 9000 standard as “quality is the degree of conformity to requirements of a specific nature” [13].

There were also 9000 series ISO international standards as another orientation in the construction of the quality system within the OTM, which were originally developed for the purpose of certification of industrial products[14].

The basis of the quality standards set is the ISO 9000 “quality management and assurance standards. The management rules for the selection and implementation of the procedure” constitute a document. This regulatory document outlines the basic principles of the policy of organizations and enterprises in the field of quality assurance and 3 models of quality management, and fully covers the relationship between various concepts related to quality.

The standard includes the concept of a new term for economic processes, “degree of approval”. It determines to the consumer (customer) how much the product developed by the product preparation organization (enterprise) and the quality of its management correspond to the technical requirements in the mutually approved contract. ISO 9004 " quality system. Quality control system elements. Management rules " lists 20 elements of Quality Management in enterprises and recommendations for its application. The leader can choose quality management elements based on these standard recommendations, taking into account the specifics of his Enterprise[15].

The quality system helps to establish its place in the field of product sales for the enterprise, as a precaution in the struggle of competitors, promotes the exit to foreign markets, improving the quality of products, increasing revenues and raising the specificity (image) of the enterprise. L. M. Struminskaya prohibits that the reason why a model based on ISO 9000 standards is chosen by most OSMS is that it provides an opportunity to confirm the quality system by independent assessment and obtaining a certificate of conformity[16]. Therefore, it is necessary to clearly indicate the requirements for the quality system of the HIE, to ensure that the standards specified in the HIE in order to strengthen the quality systems are fully met, while avoiding what should be the result and answering the questions about which technologies should be used. When developing an OTM quality system, it is advisable to limit yourself to the Basic Rules of ISO 9000 standards, namely: the application of terms, a systematic approach, within the life frame of a product[17]. The need to adapt the rules of ISO standards to the specifics of educational activities depends on its following characteristics:

- students as consumers of educational services (along with teachers) are active participants in educational activities, which means that the quality of the results largely depends on their motivation and diligence;
- the subjective satisfaction of students with the quality of Education obtained is not the only criterion for its assessment;
- An objective examination of the quality of training of graduates of the OSCE is carried out outside the OSCE, according to the criteria adopted in the system of use in professional activities;
- the role of the personality factor, especially the teacher, in ensuring the quality of Educational Services is greater than anywhere else, and this thing should be taken into account when choosing Policy Priorities in the field of quality, setting the principles of building organizational structures, choosing the means, forms and strategies of managerial influence. National and foreign experts express different opinions and points of view when considering their issues regarding the possibility of using the TQM methodology in the management of a higher education institution[18].

On the one hand, it is forbidden that the use of TQM and special attention to the satisfaction of the needs of consumers can lead to conflicts between education professionals who traditionally see themselves as guarantors of quality and standards[19] .

Mc Culloch M. it is estimated that terms such as consumer, product, input, indicators, savings are not valid to describe OTM processes, and this is mainly due to the conclusion that it is not possible to use TQM, since the basic principles of this management concept are to focus on the consumer and reduce costs[20]. Hansen N., Agrees with the opinion of many of his colleagues who see TQM as the latest fashion enthusiast who has been pushing higher education lately. We I.G. Expressed by akperov in his scientific work "Total Quality Management in the educational process: opportunities and prospects", we tend to agree with the opinion that the mechanical transfer of TQM styles, standards and principles to the educational system is impossible, for a number of the following reasons:

1) any item in the production process is the object of the technological voltage of the manufacturing enterprise, which is passive and slow in relation to these voltages. A student is both an object and a subject of the technological (educational) process at the same time. One of the main tasks of pedagogical efforts on the body is to maximally activate the student's need and aspirations for self-education;

2) the results of the quality control of the product (step by step and final) change the characteristics of the production (external to the product). The results of controlling student knowledge are important not only for the educational system, but also for itself. They can, as signals of feedback, increase educational activity (positive feedback) or decrease it (negative feedback), depending on motivation, in which the "learner – educational system" will have a relationship, reflexive character;

3) the preparation of the item is a one-time action; unlike it, the modern educational process is continuous, making completely different requirements for all components of the educational system, including its quality;

4) in accordance with the needs of consumers, the production of industrial products remains more individualized. Education is also individualized, but the reason is at least two. Firstly, the requirements of the customer, that is, the acquisition of Education (specialization) for a specific place of work, and secondly, the desire of each person to develop himself, and this thing requires the formation and support of an individual educational trajectory.

In some countries, the higher education assessment is noted above the methods used are used together (Sweden, Norway, Finland, UK, Czech Republic, Slovenia, etc). Such evaluation system universal quality management (Total Quality Menegement, TQM) principles and international on standardization quality of the organization (International Organization for Standardization, ISO) based on the requirements of the management system. Unfortunately, according to the process of introducing the principles of TQM, the Republic of Uzbekistan is forced to return and reach only the path traveled by the leading countries.

HIE, on the other hand, has a scientific potential that allows it to build its own quality system, but such "exclusivity" does not allow multiplying this system on other HIEs, being recognizable by other organizations. Therefore, it will be advisable to apply well-known models of the quality system.

Each HIE chooses a quality management structure that best suits its traditions and established work practices, depending on the purpose it has set itself in the field of quality and the reserves it has.

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