# A SYSTEMIC FACTOR OF INCREASING THE QUALITY OF HIGHER EDUCATION

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**Abstract**
The article is devoted to the problems of interaction between the systems of quality assurance and control, management and improvement of professional training. The conditions for the development and implementation of an intra-university quality system, the modern requirements of the international standard and the corresponding plan for the implementation of a quality management system in the university are analyzed.
The article discusses the main changes in the system of vocational education, the features of the state-public system of education management, the quality factors of professional training of specialists.

**Keywords:** quality of vocational education, state-public system of attestation and quality control, model of the quality management system, intra-university quality improvement process management system, quality factors of vocational education, professional competencies.

Educational policy is formed and implemented on the one hand, at the level of the state, region, district and city, school, individual. This is the state educational policy. In relation to a person, one of the main tasks of educational policy is the formation and, through the creation of certain conditions, the satisfaction of his educational needs.

The determining influence on the state educational policy is exerted by the level of development of society, the educational needs of a person - the level of his value orientations, interests and social needs. On the other hand, the educational needs of a person are determined by the level of development of a person's personality, his general and professional culture, abilities and other individual characteristics and characteristics.

The region always needs a normal state policy in the field of education, which, firstly, would ensure the vital activity of educational institutions, their interest in a high-quality educational process, highly qualified scientific and pedagogical personnel, good students (students) and, in general, in the long term development; and a person develops, and people who: secondly, would provide the whole range of promising areas and specialties of vocational education that meets the real needs of the region in professional personnel and the professional interests of young students, thirdly, would create conditions for correct professional self-determination in accordance with interests and abilities of future specialists; fourthly, it would provide an opportunity for prompt professional development, professional retraining, and prospects for professional and scientific creativity in the chosen profession. Each of the directions has its own concept and development program, and together they can form the basis for the development of high-quality vocational education in the region.

The implementation of educational policy at any level involves an analysis of the effectiveness of educational activities. The repetition in national education of the global trend of transforming higher

education from elite to mass, when it is received not by the elite, but by the majority of young people who have graduated from a secondary specialized vocational educational institution and the number of higher educational institutions, suggests the need to analyze the quality of training.

In our Republic, a state procedure for accreditation has been developed as a mechanism for managing the quality of education. From the point of view of quality management, each educational institution is unique, has its own face (goal, purpose, mission), its own educational environment, characteristic only for it, and self-examination, licensing and accreditation procedures determine how sufficient and necessary resources are to realize its mission, whether the goal is being achieved and whether it will be achieved in the future. As we can see, not only the quality of the product, i.e. the result of the educational process, is evaluated, but also the process itself, the conditions, the implementation of which ensures the quality of the process itself. This is correct, because licensing as an integral part of the accreditation process gives the right to future educational activities, the quality of which should be at least to a minimum degree predetermined.

In accordance with the theory and practice of higher education, V.A. Slastenin, the system-forming factor of the pedagogical process is its goal, understood as a multi-level phenomenon, and the main unit of the pedagogical process is the pedagogical task. In modern higher education, the goal is in demand not just in stating higher education, confirmed by a diploma, but in high-quality higher professional education that is in demand on the labor market.

Therefore, we have the right to consider the quality of education as a backbone factor of the pedagogical process and educational policy. It is the quality of education that should become the main pedagogical task, the center of the educational policy of both the state and each educational institution.

It is known that the quality of education is difficult to formalize and quantify, since in the end intellectual activity and its product are evaluated, and in a rather limited period of evaluation time. In addition, a number of questions arise related to the definition of the quality itself, criteria, indicators and procedures for its assessment. We agree with the opinion of V.D. Shadrikov that the assessment of the quality of education of a graduate should, first of all, form public opinion. People choose a university whose graduates have proven their competitiveness over a certain period of time. There is no need to strive for a strict measurement of the quality of education, any measurements are carried out by people, so the subjectivity of assessments cannot be avoided here. But the established public opinion, which has been formed for decades, is difficult to deceive. Indeed, in Uzbekistan it was supposed to create a state-public system of attestation and quality control. Requirements have already been developed for the material base of universities, the availability of educational literature in them. State public administration involves the creation of trustees and public councils in an educational institution, city, district; area-public councils of participants in the educational process. At the same time, it is important that the bodies for monitoring the quality of education are independent from the bodies of education management.

The state-public system of attestation and quality control is in harmony with the intra-university quality system for training specialists, in the presence and effectiveness of which the university itself is most interested. Students, employers, teachers and employees of the educational institution, i.e. all participants in the educational process, take an active part in the implementation of the intra-university quality improvement process management system. As a result, the educational activity of

the university ensures compliance with the minimum state accreditation standards, changing consumer demand and its own goals, which makes it possible for the continuous self-improvement of the educational institution.

The basis of the competitiveness of education is quality, and university management should be aimed at its planning, provision and improvement. The formation of quality management systems (QMS) in the field of educational services is no longer in doubt, however, disputes about the QMS model for the university have not subsided so far. Each university has the right to focus on the requirements of the following proven models:

-Model of the quality management system based on the requirements and recommendations of international standards.

- model of the European Foundation for Quality Management (EFQM) and its modifications for higher education;

In the process of developing an intra-university quality system, one cannot do without appropriate marketing support, the introduction of modern innovative technologies, a flexible pricing policy, interaction with potential consumers at the planning stage of the educational process, and the creation of a quality-oriented management accounting system. Thus, the trends in the development of the economic and educational environment dictate the need for universities to use modern management technologies - strategic management and the introduction of QMS. At the same time, the strategic long-term goals of university modernization should determine both foreign and domestic policy.

The foreign policy of the university is determined by the following global trends in the development of higher education: globalization, internationalization and Europeanization. Therefore, the defining management version of the standard implies serious current requirements for the intrauniversity quality management system.

The introduction of a quality management system (QMS) should be a strategic decision of the university. The development and implementation of a quality management system depends on external conditions and changes in them, the risks associated with external conditions; changing needs; specific goals; the services provided; processes used; the size and structure of the organization. The process approach within the QMS emphasizes the importance of understanding and fulfilling requirements, the need to consider processes in terms of added value, obtaining results on the efficiency and effectiveness of processes, and continuous improvement of processes based on objective measurements. The process-oriented model of the QMS illustrates the relationship of processes and shows that, first of all, consumers play a significant role in determining the organization and content of education. The model covers all the requirements of the standard, but does not reflect processes at a detailed level. As a side note, the standard suggests applying a methodology known as "plan-do-check-act":

- plan - setting the goals and processes necessary to achieve results in accordance with the requirements of the customer and the policy of the organization;

- do - implementation of these processes;

- check - control and measure processes and results in relation to policy, goals and requirements, level of education, as well as communication of results;

- act - taking action to continuously improve these processes.

The educational institution should develop, document, implement, adjust and continuously improve the QMS. The responsibility for this is assigned by the Standard to the leadership of the university. It should provide evidence of commitments made in relation to the development and implementation of the QMS and the continuous improvement of its effectiveness by:

- notification of teachers and employees of the university about the importance of meeting consumer requirements, as well as regulatory and legislative requirements;

-determination of policy in the field of quality;

— ensuring that quality objectives are established; conducting management reviews;

 - ensuring the availability of resources.

The university must determine:

- requirements specified by consumers, including requirements for activities for the provision of educational services;

— requirements that are not specified by the customer but are necessary for the intended or intended use;

- established and legal requirements related to educational services;

- any additional requirements required by the organization (postgraduate education (for example, guarantee), additional education, etc.).

The standard defines specific requirements not only for the process of providing educational services and resources, but also the need to plan and implement monitoring, measurement, analysis and improvement processes, including the analysis of information about the perception of the consumer, "how his requirements have been met". At the same time, it is also necessary to conduct internal audits at scheduled intervals in order to determine how the quality management system, on the one hand, complies with the planned activities, the requirements of this standard and the requirements for the QMS established by the educational institution, on the other hand, how effectively the system is implemented and maintained. Audit criteria, scope, frequency and methods should be defined in advance. The selection of auditors and the conduct of audits should ensure the objectivity and impartiality of the audit process. Auditors should not audit their own work.

The organization shall continually improve the effectiveness of the QMS using the quality policy and objectives, audit results, data analysis, corrective and preventive actions, and management review.

The main task of the QMS was to develop, document, implement, maintain a quality management system and continuously improve its effectiveness. To do this, the university must:

- make a strategic decision of the university on the implementation of the QMS;

- provide an analysis of external conditions and changes in them; risks associated with external conditions; changing needs and expectations of all stakeholders (government, consumers, personnel);

- develop the mission and policy of the educational institution in the field of education quality;

- to determine the strategic goals of the university in the field of quality of education in the market of educational services in a competitive environment (quality goals must correspond to functions and levels, must be measurable and consistent with the quality policy); make a decision of the Academic Council on the development strategy of the university;

 - determine the functions and levels of the QMS;

— define the processes required for the quality management system and process owners, their responsibilities and authorities; determine the standards of the university: description, processes and

sub-processes of management, provision of resources, provision (rendering) of educational services (educational process), measurement and improvement (processes should be described so that the result of their implementation does not depend on the personality of him); define sub-processes and their implementations;

- establish the sequence and interaction of processes;
- define the goals of the processes, the requirements and expectations of consumers;
— establish measurable criteria and/or process performance indicators that would demonstrate whether the objectives have been achieved;
- determine the methods, forms and means of studying processes;
— ensure that the tools and information necessary to support, implement and monitor these processes are available;
— monitor, measure and analyze processes;
- determine the methods, forms and means of process control;
— ensure that the tools and information necessary to support, implement and monitor these processes are available;
- determine the methods, forms and means of managing processes;
- develop a Quality Manual;
- ensure ongoing control over compliance with licensing standards and state accreditation indicators;
- develop a methodology for expert assessment of the quality of the teacher's activities;
- prepare and regularly conduct a survey of teachers and employees of the university "Satisfaction with work at the university";
    - develop and implement a plan for advanced training and professional retraining of university staff in the field of education quality management;
- to ensure the formation of a regulatory framework for the management of the quality of education at the university;
- determine the list of necessary and sufficient QMS documentation; bring it into line with the requirements of the QMS;
- to develop a system for monitoring the quality of training of university students.
- determine the regulatory and legislative requirements of students and other consumers;
- ensure monitoring of consumer satisfaction with the quality of education; evaluate information about the consumer's awareness of whether the university has fulfilled its requirements; analyze complaints from consumers;
- prepare and regularly conduct a survey of university students "Satisfaction with studying at a university";
- prepare and regularly conduct a survey of employers "Satisfaction with the quality of education of graduates";
- ensure monitoring of postgraduate activities of graduates, tracking their career growth;
-determine and implement effective means of communication with consumers regarding information about educational services; consideration of inquiries, contracts or orders, including additions to them; feedback from consumers, including consumer complaints;
- ensure the objectives of the processes, the requirements and expectations of consumers;
- ensure that the organizational requirements for the quality management system are met (documents

must be approved for adequacy before release); identification of changes and current revision status of documents; clarity and ease of identification; implement a documented procedure with management rules regarding the identification, storage, protection, recovery, retention periods and destruction of quality records. The materials of the QMS should be discussed by all members of the team with the keeping of minutes.

- organize a discussion of the material in / QMS by all employees of the university; communicate the decisions made to all interested parties;

   - to ensure the necessary level of competence of personnel performing work affecting the quality of education; conduct training of personnel to work with documents in the field of QMS;

- provide analysis and control of the results of implementation of the decisions made;

- to analyze the strengths and weaknesses (SWOT-analysis) of the activities of the university in the field of education quality;

— identify and provide the resources needed to: implement and maintain and continually improve its performance; increasing customer satisfaction by meeting requirements;

- define, provide and maintain the infrastructure necessary to meet the quality of education requirements;

- review the QMS at specified intervals to ensure its continued compliance, adequacy, effectiveness and improvement.

The developed intra-university education quality system took into account the following global changes in the system of vocational education:

- Diversification of higher education (non-linear (asynchronous) models of education throughout life; student-centered education using modular technologies as a new organizational framework; the dichotomous nature of education: the formation of university and non-university (professionally oriented) higher education; the connection of higher professional education with all levels of educational systems for the transition of vocational education from the principle of "education for life" to the principle of "education through life"; changing the forms and criteria for admission in terms of increasing the accessibility of higher education);

-radical renewal of educational programs (third-generation standards that involve constant adaptation to modern and future needs; increasing the role and level of scientific research in teaching, increasing the role of international educational programs and training students in joint degree programs; strengthening interdisciplinary and transdisciplinary orientation; education of students);

- strengthening the relationship of higher education with the world of work (overcoming a narrow economic orientation; developing a responsible attitude to the labor market, considering links with the world of work in the long term and in a broad perspective);

-development of social dialogue and social partnership (continuous analysis of: the need for training programs, the need for methods for adequate recognition of work experience related to the educational activities of students and the pedagogical qualifications of teachers; adapt or create new forms of education based on criteria such as flexibility, compliance with needs in the field of employment, taking into account the ambiguity of contexts and contingent);

- the movement from the concept of qualification to the concept of competence (the traditional approach to higher education, focused on solving one task - to train a young person in a certain specialty - is already outdated. In the modern labor market, such an employee who not only knows the

technical features of his profession, but also possesses analytical thinking; sociable; able to find new and challenge existing ideas; able to quickly learn new information, negotiate, express one's thoughts competently, think critically, effectively use working time (manage one's working time), perform assigned tasks with within clearly defined time frames, motivate other people to work, present the product of their work to clients and the general public, work in a group, as well as in a stressful situation, on a computer and on the Internet, is able to write reports, manage personnel. called a flexible specialist);

- promotion of the quality of higher education as a common denominator (universities, as complex systems, function and develop in four spaces: international, interregional, regional and focal; the reduction in funding has led to the fact that universities have become more economical).

In the theory of the formation of an intra-university quality system, we proceeded from the following provisions:

- quality is, on the one hand, the result of the educational process in the university, on the other hand, the quality of the organization of the educational process and the conditions in which the formation of the personality of a specialist takes place;

- a scientifically based concept of the quality of education should determine it and not vice versa;

- the defining figure of quality assurance is a teacher, a teacher. And the main thing in him is his qualification, creativity, skill, dedication in working with students.

- the system of coordinates and quality indicators is of a historical nature, therefore their content should reflect the essence and components of the educational process, regardless of time;

- there is no single quality of education: it is different for different categories and targets, but it will always be of high quality if it provides a decent lifestyle for the person who receives this education. It is necessary to build such a multi-level education system that would realize this idea;

- Most of the indicators are statistical in nature, giving an idea of the state of the educational system at a particular point in time. Comparison of indicators for 3-5 years makes it possible to identify trends in quality changes in its individual aspects and to give an expert interpretation of the identified trends. Quality assessment (as opposed to measuring the state of an object) requires a base of comparison.

Existence in a dynamic, rapidly developing world requires new approaches to education. The educational concept of the university is based on the principles of classical, fundamental education, which are organically combined with the most modern teaching technologies. In addition to the traditional lecture-seminar system, interactive methods are successfully used that emphasize the independent, creative work of the student. These are business games and master classes, case studies, trainings, research projects, round tables and various types of work experience.

In the modern world, knowledge quickly becomes obsolete, and students are taught to constantly update their professional arsenal, work at the intersection of sciences, freely navigate information flows and determine in time where and how new knowledge can be obtained.

A flexible multi-stage system of continuous education involves the analysis of the following factors of education quality:

- content of education, educational programs;
  - teaching staff;
- student contingent;
- the process of teaching and educating students;

- educational and methodological support of the educational process, including information and communication technologies;
- intra-university educational environment;
   - material and technical base; -integration of the educational system and the employer;
- management.

The educational process in an educational institution is the result (product) of the interaction of this system, and not just the functioning of its parts or their sum. It is known that each system has well-defined potentialities (which are limited). These possibilities must be taken into account, and it is hardly reasonable to expect any achievements that go beyond the capabilities of this system.

The system is a whole that cannot be divided into independent parts without losing essential properties or qualities. If the system is disoriented, its essential parts also lose their defining properties or functions, and if the parts of a given set do not interact, they represent an aggregate not a system. The sustainability of an educational system depends on how its parts contribute, not on how they act individually. If an essential part of the system is missing or not functioning, the system as a whole cannot function either. Consequently, managing the sustainable development of the educational process as a system is to manage the interaction of structural components; interactions of some subsystems with others; interactions of subsystems with other organizations or divisions. Thus, the innovative management of an educational institution involves the analysis of the relationship of the following systems: the educational process as a system, the internal system of the university, the system of the external environment, the competitive system.

The intra-university education quality system involves the interaction of quality assurance systems, quality control, management and improvement of the quality of professional training.

The educational policy of the state is not always accepted by society with a bang. We all the time affirm how good our Patriotic (Soviet) education is. Yes, good, especially natural-science, technical. Leading companies and universities of the world are on a real hunt for our best specialists. Therefore, we must learn to find, raise, educate and protect such people. Indeed, our best graduates are in great demand in Western countries, but after all, the best specialists, and not everyone. At the same time, today diplomas are not always recognized at face value, and only after confirmation can one apply for their nostrification.

The question arises: who is stopping us from providing quality education, but at the same time not locking ourselves into our own state, but moving forward together with other countries, absorbing all the best, thereby creating opportunities for mobility for students and teachers? Bachelor's and master's programs, systems for "credit hours", which involves taking into account the volume and content of education in credit units, can and should be introduced into the national system of education, but it is reasonable, taking into account our traditions, having clearly defined the tasks and continuity of levels, to introduce there where possible. Then we will not say that a bachelor is an unfinished specialist, and students and graduates will only be grateful for the opportunities that will open before them.

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