



PARAMETERS AND INDICATORS OF EDUCATIONAL QUALITY MONITORING IN HIGHER EDUCATIONAL INSTITUTIONS

Askarov Abror Davlatmirzayevich

Doctor of Philosophy in Pedagogical Sciences (PhD), associate Professor.

Head of Education Quality Control Department, Termez State University

E-mail: a.askarov@tersu.uz

Annotation

The article defines a long-term and medium-term strategic development program for the training of competitive personnel in a modern higher education institution, the development of a business plan for the medium term, monitoring the implementation of tasks and achieving targets, the establishment of internal audit, the content and essence of the constituent parameters and indicators of the quality of effective evaluation and promotion of the activities of employees and professors of the institution.

Keywords: Higher education, system, quality, quatiology, qualimetry, strategy, reform, labor market, science, business plan, competitive, high, qualifying, cadre, The Bologna Declaration, quality management, financial potential, international standard, direction, knowledge, need, result.

Introduction

Teaching young people, to educate them, educating them to be worthy cadres for the future has always been one of the top priorities of every state. In our country, too, such work is in the constant focus of the leaders of our state, we are telling the same truth. The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The practical results of this process today are clearly reflected in all spheres of our lives, and most importantly, in the thinking, aspirations and actions of our people. Particular attention is paid to improving the education system, which is one of the priorities of the fourth action strategy - the development of the social sphere. [1].

At the meetings held within the framework of the visit of the head of our state to each region, educating a harmoniously developed generation in his speeches and conversations at various meetings, The issues of healthy lifestyle of young people are considered as a topical issue on the agenda. As the President said: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every





minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit." [2].

To this end, the quality of education has now become a strategy of the higher education system and is seen as a key component of competitive advantage. In today's era of practical efforts to reform the education system, "quality" higher education is the subject of further debate against the background of its direct connection and importance with the real economy of the country.

In recent years, Uzbekistan, like all other sectors, has been undergoing major reforms in the higher education system. In order to systematize this work, the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" was adopted, key strategic objectives, including, increase the level of coverage with higher education by 50%, creating a healthy competitive environment in the field, inclusion of higher education institutions in the country in the ranking of internationally recognized organizations, gradual transition of the educational process to a credit-module system, introduction of advanced standards of higher education, It is planned to establish a system of training highly qualified personnel who will be able to find their place in the labor market [3].

According to the concept, the gradual introduction of the concept of "University 3.0" in higher education, the establishment of technoparks, foresight, technology transfer, startups, accelerators in higher education institutions at the expense of attracting foreign investment, expanding the range of paid services and other extra-budgetary funds. to bring them to the level of scientific and practical institutions that study and forecast the socio-economic development of the relevant industry, sector and region. Also, increase the investment attractiveness of higher education, attract foreign educational and scientific technologies, improve the infrastructure and material base of higher education institutions, including through the widespread use of concessional funds from international financial institutions, their gradual transition to a system of self-financing and financial ensuring sustainability, establishing mutually beneficial cooperation of education with industrial enterprises and research institutes, and a number of other results in the social sphere.

In addition, From 2022, measures have been gradually identified to ensure the academic and organizational-managerial and financial independence of public higher education institutions. Through this, the powers of state higher education institutions have been expanded, enabling them to perform a number of functions that they did not perform in their previous activities. Including, in the future universities will open or close new areas of study and specialties, depending on the needs of the labor market, setting duration of study, approval of curricula, study programs, qualification





requirements, introduction of part-time, distance and evening forms of education, implementation of academic mobility with international and national higher education institutions, establishment and implementation of internal quality control mechanisms, organizational performs tasks such as structure approval independently [4], [5].

Based on the above tasks, a modern higher education institution should define a long-term and medium-term strategic development program, develop a business plan and revenue and expenditure parameters for the medium term, monitor the implementation of tasks and targets, conduct internal audits, and introduce technologies for effective evaluation and incentives for faculty members.

The purpose of the above requirements for universities is to improve the quality of the process of training highly qualified independent thinkers with modern knowledge and high moral qualities, modernization of higher education, development of social and economic spheres on the basis of advanced educational technologies.

This makes it necessary for higher education institutions to pay special attention to the above areas that affect the quality of education, to achieve effective quality management of education.

Today, many advanced universities pay special attention to the use of "quality management" in the field of production to manage the quality of education. In this regard, the application of the requirements of the international standards ISO 9000 for the construction of general quality management (TQM) principles and intra-university quality management systems (SMT) in education quality management is of great importance.

Such a system of management based on a process approach allows to constantly 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.

However, against the background of a rapidly evolving labor market and educational services, the creation of such systems needs to be accelerated. At the same time, the main problems that negatively affect the implementation of the quality management system can be summarized as follows:

- Model-methodological approach to creating a quality management system and lack of qualified specialists;
- Management of financial resources in existing specialists;
- Insufficient knowledge in the field of quality management theory; inability to assess the practical impact of the introduction of quality management systems.



The problem of the quality of higher education exists in all countries of the world. Among the most global features of these problems are the standards and quality of education, its recognition by others, integration, and so on.

Among the most global features of these problems are the standards and quality of education, its recognition by others, integration, and so on. This document, which marks a new stage in the development of higher education, focuses on mutually compatible and comparable criteria for the quality of education and cooperation in the development of their methodologies.

In the current context of globalization and information, ensuring that the quality of higher education meets international standards, such as the above, has become a national issue in many countries, including Uzbekistan.

Quality is a large, complex and universal category with many features and different aspects [15; 6]

"Quality of education" means the level of satisfaction of the subjects of the educational process with the educational process and services, as well as the level of achievement of the goals of education. In some sources, the concept of quality of education is considered as the state and effectiveness of the educational process in society, its conformity to the needs of citizenship, society [12], the quality of education is divided into two internal (conditions, process and outcome) and external (state needs, requirements, state standards).) is divided into parts [13].

Of course you have to measure it to evaluate something. On the basis of the measurement, the predetermined criterion, copy or sample of the object is determined, whether it meets the norm or is important for a subject, and finally the Quality level is determined.

In this regard, the question naturally arises as to how the assessment of the quality of education is carried out. First of all for evaluation 1) justice; 2) independence; 3) utility; 4) the need for results must be met [8; 13-14].

The study of the relationship between the quality and quantity of "qualimetry", which is part of the rapidly developing "quatology" as a new scientific direction in pedagogy, analysis of learning processes, determine the level of competitiveness and ways to reduce risks and costs. At the same time, the definition of qualimetric methods and approaches to the quality of educational processes, projects and solutions provides a basis for selecting the best option from among the multidimensional decisions in all areas of quality management.

V.I. Zagvyazinsky indicators of quality of education 1) knowledge, skills, qualifications; 2) personal development; 3) competence of teachers and education managers; 4) the status of the educational institution in society; 5) groups into the



negative state of the educational process, [9], P.F. Anisimov proposes to consider the quality of education as a multicomponent system, the main structural elements of which are the quality of the teaching staff, the quality of educational programs, the quality of students, the quality of management [7]. EK Samerkhanova and ZU Imjarova the basis of quality management of the educational process in the context of innovative development of the university is the understanding of continuous professional development of teachers and the management of the creation of the necessary conditions in this regard. [11].

The analysis of the literature showed that the quality of education includes all stages of personality formation, a complex indicator that synthesizes the conditions and outcomes of the learning process, as well as the effectiveness of the educational institution can be considered as a criterion of compliance of the achieved results with the normative requirements, social and personal perspective. The main directions of the system of education quality assessment in higher education depend on the use of complex multifactorial approaches, it is expedient to divide the system of education quality assessment into the following parts:

- Assimilation of the content of disciplines;
- Formation of a creative approach to solving educational and cognitive tasks;
- Preparation for future professional activities.

At the same time, the level of quality of education is interrelated with the requirements of the main customers for education, the needs of employers and other entities. President Sh. Mirziyoyev considers the issue of comprehensive protection of human interests as an urgent task, "In order to ensure the interests of man, first of all, it is necessary to communicate with people, with the people, to know their worries, dreams, life problems and needs" [6; 14], - states.

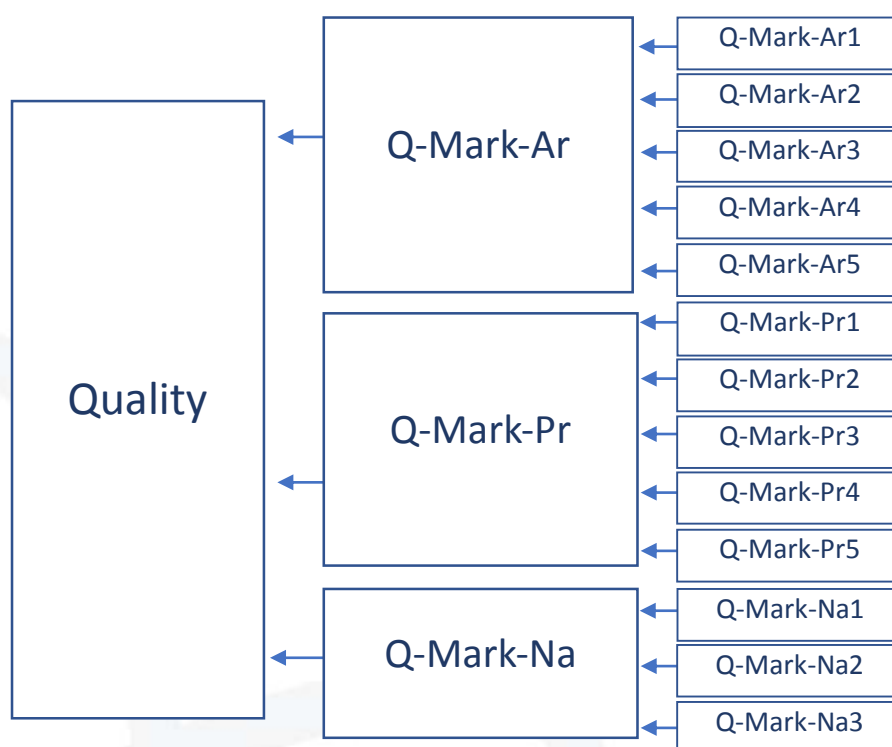
These emphasis once again demonstrates the enormous weight of the concept of need in any socio-economic sphere, and emphasizes the need to constantly focus on the issue of need in all our activities. In sources, the need is an attitude to the things in the being that arise from the state of the organism or system [14; 363], a psychopedagogical condition aimed at overcoming this negative feeling due to the failure to meet the relevant requirements for the normal functioning of the individual [10; 150]. In our opinion, the quality of the university is the current state of the conclusion on its functional areas, the level of implementation of the set goals. Provided directions **"Quality marks (Q-Mark)"** can be considered as.

The content of quality marks can be formed depending on the available data and the results of monitoring, which are regularly used in the activities of the university.

It is expedient to divide quality marks into 3 groups;



- 1) Norms substantiating each activity and action of the university, the essence of the procedures, the available data and sizes, reflecting the state of the systematization of organizational and pedagogical stages **group of arguments (Q-Mark-Ar)**;
- 2) representing the level of implementation of certain processes at the organizational and pedagogical stages **process group (Q-Mark-Pr)**;
- 3) representing the final level of achievement of the goal set for educational and organizational activities **results group (Q-Mark-Na) (Picture 1)**.



Picture 1. Quality marks and their constituents.

Argument group we can define the content as consisting of 5 directions.

The first line – Regulatory framework and level of functionality of management (Q-Mark-Ar1), this line:

- The status of normative documents related to the activities of the university (ie the charter, passport, structure, license, strategic program and, measures, existing councils, the plan of spiritual and educational work, the system of quality assessment of education);
- Existence of internal rules (including the introduction of rules of ethics, technical and safety rules and management procedures);



- The state of mutual contractual relations (collective agreement, personnel agreement, cooperation agreements, memoranda, joint educational programs and joint faculties);
- The status of the division of responsibilities (staff responsibilities, departmental charters, work plans);
- The status of the division of responsibilities (staff responsibilities, departmental charters, work plans);
- Recalls the condition of the area of use (total area, working area, area of classrooms and other types of useful areas in accordance with the requirements of the norm).
The second line – The relevance and level of validity of the curriculum (**Q-Mark-Ar2**), through this line:
 - Curriculum status (State educational standard, qualification requirements, curriculum, study programs, working curriculum, working programs, schedule of educational process, availability of lesson schedules);
 - Relevance of curricula (study of the needs and requirements of staff consumers, public suggestions, variability);
 - Criteria for assessing student knowledge (availability of a system for assessing student knowledge, the appropriateness of the control tools used) determined.
- The third line – Level of qualification and potential of staff (**Q-Mark-Ar3**):
 - Education and qualifications of personnel (scientific relevance of specialization, academic degree and title, advanced training abroad, advanced training in the country, the level of professional competence of teachers);
 - Recruitment (availability of a mechanism for hiring professors and teachers, compliance with the requirements of the position of deans of faculties and heads of departments);
 - Achievements of professors and teachers (state and industry awards, honorary titles, winning national competitions, etc.);
 - Educational, scientific-methodical, research work carried out by professors and teachers (participation in fundamental, applied and other scientific researches, preparation of textbooks, manuals, educational-methodical developments, in local and international publications, impact factor (Scopus, Web of Science or other) publication of articles in journals, commercialization of the results of scientific and technical activities);
 - Mechanisms for evaluation and incentives (availability of a system for evaluating the activities of departments, a mechanism for evaluating and rewarding the activities of faculty and staff).



The fourth line – Level of international cooperation (Q-Mark-Ar4), this direction:

- Involvement of foreign citizens in education (foreign students, masters and doctoral students);
- Organization of international scientific events (international meetings, conferences, seminars, symposiums);
- Indicates the status of cooperation with professors and specialists of foreign universities (co-published monographs, articles and textbooks, foreign professors and specialists involved in the educational process).

The fifth line – The level of material and technical base and infrastructure, technological support of the educational process (**Q-Mark-Ar4**), through this direction:

- Level of availability of textbooks (educational directions, specialties with textbooks, electronic automated and remote electronic library system, availability of electronic versions of textbooks, the volume of educational resources on the Internet, use of local and international information and databases capacity building);
- Status of the information exchange environment (university website, electronic document exchange system, virtual access);
- Provision of information and communication technologies (provision of faculties and information resource centers with acts, access to the Internet, the establishment of WIFI zones);
- Conditions for study and recreation, sports (condition of student housing, the level of meeting the needs of students in need of housing, the availability of a gym, the availability of a sports field);
- Status of training laboratories, provision of additional equipment for practical skills and abilities (availability of laboratories in science, provision of appropriate equipment, reagents, availability of guidelines, additional equipment, inventory, musical instruments, equipment, raw materials, etc.) is determined.

Group of processes it is advisable to divide the composition into 5 directions.

The first line – Level of organizational processes of educational activity Q-Mark-Pr1), in this direction:

- Student adaptation (the process of admission and registration of applicants, the process of acquainting students with the organizational and pedagogical stages of education);
- The level of lessons (modern pedagogical technologies, the weight of lessons using interactive pedagogical methods, the weight of the use of information and communication technologies in lessons, the use of innovations in the learning process);





- Work with gifted students (processes of monitoring and analysis of student learning activities, the process of selection of gifted youth, additional training processes for gifted students);
- The level of training laboratories and practices (Laboratory training processes, laboratory work outside the university (manufacturing enterprises, organizations, training and experimental farms, etc.), qualification and pedagogical practice).
The second line – Organization of collective discussions and decision-making processes (Q-Mark-Pr2), in this direction:
 - Activities of the University Council and the Supervisory Board (organizational processes of the meeting, the implementation and implementation of decisions);
 - The level of implementation of the established programs and plans (strategic program of the university, measures, implementation of the plan of spiritual and educational work, the process of assessing the quality of education) is studied.
The third line – Level of student assessment and supervision processes (Q-Mark-Pr3), this direction:
 - Processes of control and discussion (processes of assessment of students' knowledge and use of control tools, processes of discussion of final qualifying works and master's dissertations)
 - The process of independent learning (the process of using the literature in the information resource center, the process of independent learning of students)
 - Includes the status of the survey process (spiritual and ethical environment, the process of conducting various surveys on the ethical qualities of teachers, the process of discussing the results of various surveys).
The fourth line – Level of cooperation mechanisms with international and local organizations and institutions, as well as customers (Q-Mark-Pr4), the main perspective of this direction:
 - Work with international and local partners (processes of involvement of research institutes and organizations in higher education, diplomatic relations and communication processes);
 - Interaction with personnel consumers (processes of work with personnel consumers, interaction with the customer, processes of use of production potential of the enterprises and the organizations in training of personnel and creation of scientific and technological solutions).
The fifth line – The level of self-development processes of professors and teachers (Q-Mark-Pr5), through this line:



- Establishment of advanced training (processes of advanced training on the basis of higher education, processes of advanced training in production, internships, processes of independent self-development)
- Supervision of professional activity (processes of control of professional competencies of teachers, work on supervision and control of classes, processes of educational work of teachers).

Results group it is possible to add 3 lines:

The first line – The results of state certification, the level of scientific and professional training (Q-Mark-Na1), this direction;

- The degree of the final qualifying work, master's dissertation (compliance with the requirements, the educational process and its introduction into production, the level of scientific activity of students);
- The results of control tests and surveys (students' level of knowledge of subjects, the level of readiness of graduates for professional tasks, the level of interest in professional activities, the level of students' attitudes to the educational process, the level of spiritual and educational activities, students' culture and health);

The second line – The assessment of employers, the level of recognition of students and parents and the community (Q-Mark-Na2), this direction;

- Recognition of employers (the degree of satisfaction of employers with the knowledge, skills and abilities of graduates, the degree of satisfaction with the activities of cooperation with the university);
- Recognition of parents and the public (the level of parental satisfaction with the activities of the university, the level of public satisfaction with the activities of the university);
- Recognition of the university staff (the level of satisfaction of the university staff with working conditions and the educational process);

The third line – International and national recognition level (Q-Mark-N3), in this:

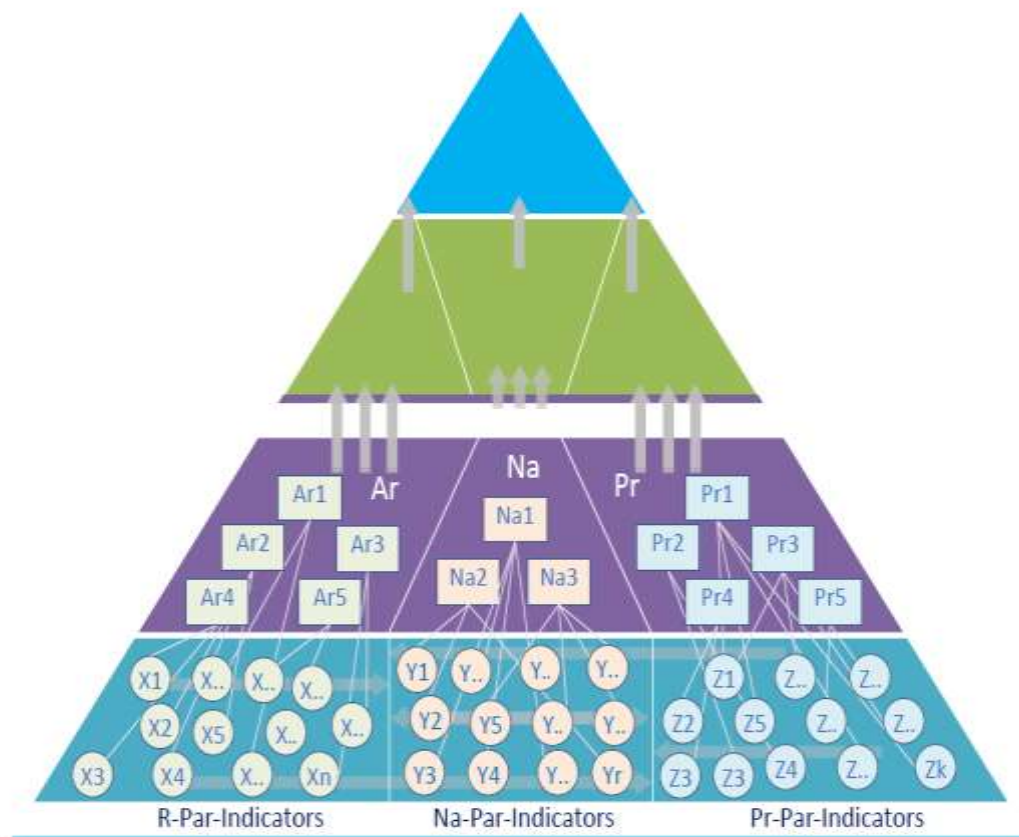
- Results of international and national rankings (results of international rankings, results of national rankings);
- The results of participation of university professors and teachers in international events (membership in methodological and scientific seminars in foreign countries, regular foreign scientific contacts, participation in research on the basis of foreign grants) are taken into account.

It can be seen that each of the quality attributes listed above has its constituents, the level of which is determined on the basis of their individual evaluation and generalization. We can call these components the “parameters” of a quality label. The



accuracy of the current state of the quality mark is directly proportional to the fact that it is allocated as much as possible to the parameters.

In turn, the parameters of quality marks have appropriate "indicators" that give them value, and these indicators of primary importance serve to increase the overall quality accuracy. The change of parameters from negative to positive or vice versa is determined by the values taken by the indicators. The highest values of the values that the indicators can accept (predefined) are the criteria for evaluating the relevant parameter, each indicator is measured by a specific indicator (Picture 2).



Picture 2. Organizers of the quality of higher education: parameters and indicators
In conclusion, the selection of education quality parameters and indicators on the basis of strict relevance, as above, their maximum fragmentation in accordance with the goals and objectives of education has a positive impact on the effectiveness of education quality monitoring. At the same time, we consider it expedient to pay attention to the definition of the criteria for evaluating each indicator in the form of low scores (small numbers) in both quantitative and descriptive terms.

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