

THEORETISCHE ASPEKTE DER ENTWICKLUNG VON BILDUNGSQUALITÄTSMANAGEMENTSYSTEMEN

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Zusammenfassung: Der Autor analysiert in dem Artikel die Hauptprobleme bei der Schaffung eines Qualitätsmanagementsystems in der Hochschulbildung sowie den Qualitätsbegriff und zitiert die Meinungen einer Reihe von Wissenschaftlern. Auch die Hauptaktivitäten aller am Bildungsprozess Beteiligten werden analysiert. Die Grundlagen des Qualitätsmanagementsystems an der Hochschule werden aufgezeigt. Der Artikel diskutiert die Grundlagen des Qualitätsmanagements im Hochschulsystem, gibt Feedback von Wissenschaftlern zur Definition der Qualität der Hochschulbildung und analysiert die wichtigsten Entwicklungstrends in diesem Bereich. Es werden zwei Merkmale von Ansätzen zur Bewertung der Ergebnisse von Bildungsdiensten vorgestellt. Es werden die Faktoren vorgeschlagen, die für die Schaffung von Qualitätsmanagementsystemen des Bildungsprozesses in der Hochschulbildung erforderlich sind. Basierend auf den Ergebnissen der Bewertung der im Artikel betrachteten Methoden, Ansätze und Prinzipien des Qualitätsmanagements in Bildungseinrichtungen wurden eine Reihe von Schlussfolgerungen gezogen.

Schlüsselwörter: Bildung, Qualitätsmanagement der Bildung, Bildungsprozess, System, Hochschulbildung, Bildungsdienstleistungen, Konzept, Managementsystem.

THEORETICAL ASPECTS OF EDUCATIONAL QUALITY MANAGEMENT SYSTEM DEVELOPMENT

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Abstract: In the article, the author analyzes the main problems of creating a quality management system in higher education, as well as the concept of quality, and cites the opinions of a number of scientists. The main activities of all participants in the educational process are also analyzed. The basics of the quality management system at the university are revealed. The article discusses the basics of quality management in the higher education system, provides feedback from scientists on the

definition of the quality of higher education, and analyzes the main trends in development in this area. Two features of approaches to evaluating the results of educational services are presented. The factors necessary for the creation of quality management systems of the educational process in higher education are proposed. Based on the results of the evaluation of the methods, approaches, and principles of quality management in educational institutions considered in the article, a number of conclusions were made.

Keywords: education, quality management of education, educational process, system, higher education, educational services, concept, management system.

INTRODUCTION

It is known that the quality of education as an object of scientific research is widely studied and introduced in the developed countries of the world. The requirements of today's period are completely different from yesterday's criteria. Now there is a growing need to train personnel who think modern, keep pace with the latest news, and enrich their worldview day by day. In this process, a great responsibility falls, especially on the higher education system. Also, the quality of education management system in higher education is a set of organizational structures, methods, processes and resources needed to implement quality improvement through planning, ensuring, continuous improvement and management of quality. At the same time, quality improvement policy is the main document of the system, which defines the goals of creating and using a quality management system, as well as the commitment of management to achieve the set goals.

MAIN PART

As well as, the quality of education is a set of knowledge required in specific conditions, which is necessary to improve the quality of human life and use it to achieve a specific goal. Quality of education in higher education is a multifaceted, multi-level dynamic concept related to the contextual indicators of the education model, institutional goals and objectives, as well as specific standards of the education system, educational institutions, curricula and sciences [1, - B.10].

At present, the quality of education is one of the main components of human nature and is the main mechanism for the formation of public consciousness, the development of science and culture. Quality reports are increasingly discussed at European Union congresses. So, according to the Russian scientist V.Kachalov, "the quality of education is not only the results of learning, but also a system, model, organization and procedures that ensure the comprehensive personal and social development of students, allowing them to meet their needs and contribute to them, it means to promote improvement." At the UNESCO World Conference on Higher Education [2], one of the main tasks of the university is to ensure the quality of training.

M.Belyaeva [3, - P.20-21] in her scientific work: "The state of the education system significantly determines the future of the country, because it serves as a basis for the development of the productive forces of society - the means of production and the personal factor of production. "Human capital is the most important element of

national wealth, and investments in it bring high returns, primarily through the growth of technical innovation and increased labor productivity ..." This problem is reflected in other scientific works [4, - P.49-51]. I.Ilinisky [5] points out that "the problem of the quality of education has always existed. Now it has gotten much worse not only in us, but all over the world. However, there are no clear criteria for the concept of "quality of education". There may be hundreds of indicators ... "

It should also be noted that a number of authors highlight the three main components of the quality of education: the conditions, process and outcome of educational activities. Conditions of the educational process include the type and type of educational institution, the professional level of teaching staff, the characteristics of the contingent of students, educational-methodical, normative-legal, material-technical and financial support of the educational process.

Objectives of educational activities in the educational process, the curriculum of the educational institution, curricula in the areas and disciplines of education, pedagogical technologies and teaching methods used, intermediate and final results diagnostic system, additional education system, management system, innovation processes, creative achievements of teachers based on the educational program of the institution.

At the same time, the results of the educational process are considered the assessment of current and final certification, creative achievements of students, ensuring the continuation of education, the health of the requirements, the satisfaction of students with the educational order. Sometimes the quality of additional education [5] is divided into internal and external components. The first involves the conditions, process, and outcome of the learning activity, and as a result only the quality of the student's knowledge, skills, and abilities is understood. Second, the state needs of internal components, students and their parents, the requirements of certain social groups, compliance with state standards of education, the reputation of the educational institution, which guarantees a stable high quality of education.

The education system operates objectively in the following markets: meeting the educational and upbringing needs of citizens in the segment of the market of educational services; meeting the needs of employers and professionals in the labor market segment; provides consumers (customers) in the segment of smart goods market with new knowledge, technology and science-based products [6, - P.19]. Today, special attention is paid to the following question: is the educational process a service or a product? In the economic literature, the authors argue that "the educational process is not a service, it covers almost all aspects of the production process. After all, universities have their providers - high schools, colleges, lyceums, so they use entrance control in the form of entrance exams or tests and form the level of requirements for applicants" [7, - B. 57-62].

V.Kachalov defines a higher education institution as a subject of educational services: "To understand why the university is trying to apply the theory and practice of modern quality management, it is logical to think about what it produces. The results of the activities of higher education institutions are manifested in several forms, namely: a) educational services; b) scientific and technical products; c)

integrated products based on scientific and technical products and educational services; d) educational and methodological developments. In the activities of this or that university, as a rule, all the above-mentioned areas of activity are present, but educational services (education) are, of course, crucial and are in fact created to provide them" [8, - P.82-85].

The educational service in the economic literature is understood as "the amount of educational and scientific knowledge, the amount of general and special knowledge, as well as practical skills that can be transferred to an individual in a particular program." At the same time, the educational service is considered to be "a targeted activity characterized by the interaction of the participants in the educational process and aimed at meeting the educational needs of the individual" [9]. The result or product of the educational process is the educational service, and as an important component of it - the knowledge and qualified professionals acquired by students. The most important task of the field of education is to meet the educational needs of society and, in particular, the needs of every student.

The needs of society are those who are ready to develop, produce, organize and manage techniques and technologies, prepare new generations, and ensure the existence and development of man and society. The needs of the student are to have a guaranteed level of profession and knowledge, to realize their abilities, to climb the hierarchical ladder, to gain prestige, to earn a certain income, and so on.

The educational needs of each subject are different, so the wider the range of educational services, the greater the chance that the consumer will find an image of their needs. Russian scientist V.Kachalov [10, - P.22-26] systematized different views on the factors determining the quality of education and proposed a classification consisting of three factors divided into seven groups.

1. Quality of the subject of receiving educational services (entrant, student, listener, doctoral student).

2. The quality of the object of educational services (general secondary education, primary, secondary special education and higher education, as well as postgraduate education), including:

- quality of management (purpose, principles, style, structure, organization of planning);

- The quality of the project for the provision of educational services (structure, content of training programs);

- The quality of resource provision of the process of providing educational services (logistical, methodological, personnel, etc.).

3. The quality of the educational services process, including:

- The quality of the organization and implementation of technologies used to provide educational services (the structure of interaction between the subjects, the form and content of the educational process, motivational factors);

- quality control of the process of providing educational services;

- quality control of educational services results.

It should be noted that in 1997, at a conference of university representatives in Palermo, the problem of monitoring the quality of education was identified as the

"core" of European education policy. The concept of monitoring the quality of education is considered as a tool of education quality policy and as a basis for the introduction of quality management systems in educational institutions, involving the idea of quality systems "TQM".

The main outcomes of educational activities are probabilistic in nature and can only be assessed in the very long term, and it is effective to use a pre-planning method that allows quality control of education to achieve the planned method and objectives. It is advisable to create a quality management system:

1. Education quality management is considered at four levels.
 - 1.1. At the level of ministries and departments.
 - 1.2. At the level of regions (provinces) in the republic.
 - 1.3. At the institutional level - related to the solution of administrative scientific issues of education management in the educational institution.
 - 1.4. Non-external quality assessment (with the participation of independent experts).
2. Develop a concept of "quality of education" that includes indicators to be assessed for each level.
3. Identify ways to assess, organize, manage and improve quality at all levels of management.

One of the key factors in the quality management system of education is the level of organization of the quality of educational institutions. Therefore, it is necessary to create a quality management system at the university, first of all, to determine the final product produced. Some universities teach graduates based on their activities, while others provide educational services. The consumer of the final product of the university is the state and society in the form of an organization to recruit the graduate, not the student himself. Thus, a quality product of the university is a graduate, not an educational service.

Also, the starting point for the formation of a quality management system should be the "model" of the graduate as a set of personal professional qualities, its development should be focused on the educational process, ie its content, teaching methods, organizational forms, methods of monitoring and evaluating students' knowledge. At the same time, the basis of the university's activity is the educational process. However, it is inseparable from other activities: scientific, educational-methodical, educational, administrative-economic, etc. The quality management system in higher education generally consists of quality management of each type of activity of the higher education institution. Therefore, universities need to determine the main directions of their activities. Some universities can provide quality as the main process in creating a quality management system - education and others. Such approaches are highly desirable because the educational institution has the right to choose them.

Preparation for the formation of a quality management system in an educational institution requires consideration of features such as the separation of processes of the quality management system, the end result consumers, taking into account the specific characteristics of the educational institution (in this case the

provision of educational services). The following conclusions can be drawn by evaluating the methods, approaches and quality management principles discussed above in educational institutions.

1. Methods and approaches to quality management are based on the ideas of the theory of management of social systems in general and the theory of management of educational institutions in particular.

2. In modern approaches to the creation of quality management systems in education, the trend is reflected in the comprehensive implementation of program-based management ideas and methods aimed at managing the procedural side of the educational process.

3. The principles of universal quality management have a significant impact on the management of educational institutions, covering all aspects of the activities of these organizations in a systematic and integrated manner.

4. In solving the problems of general management of educational institutions and quality management in them, in particular (depending on the type and complexity of the tasks to be solved) it is expedient to use them comprehensively.

5. The main methodology of the quality management approach proposed by modern Russian and foreign scientists and practitioners in relation to educational institutions, in general, corresponds to the generally accepted principles of quality management. Furthermore, from the approaches discussed in quality management in an educational institution, it can be seen that the most optimal and responsive requirements of today's practice are a systematic approach.

Thus, as an educational institution, a higher education institution corresponds to the main features of the system: expediency (goals in the field of quality), complexity (complexity of many structural units and their interrelationships), division (education, research, teaching, economic activity), integrity (direction of action of structural units is subject to single goals), diversity of elements and differences in nature (different types of activities to their functional specificity and autonomy), structures (interrelationships and relationships between units at hierarchical levels) [11, - P.62]. Therefore, when creating quality management systems for the educational process in higher education, it is necessary to:

- aimed at implementing a systematic approach;
- maximum accounting of internal resources of the educational institution;
- Ensuring the optimal performance and quality development of the educational institution;
- optimization of the organizational structure of management;
- maximum accounting of internal reserves of the educational institution.

It is also worth noting that quality management of education through quality management of the components of the educational process has broad development prospects. In particular, the following strategies will be considered in this direction:

- Separation of the leading aspects of the educational process, which directly affects the knowledge, skills and abilities of the individual and regulates the quality of these aspects;

- identify the components of the educational process and ensure the quality of each element;
- change the structure and strategy of the educational process;
- The use of modern media and technology in management, etc.

Although the Bologna Declaration and the Prague Declaration set out the basic rules of quality, the problem of the quality of education remains relevant around the world, and researchers believe that the exact criteria for the concept of "... quality of education" may be hundreds ... " [12]. Thus, many aspects and versatility of the concept of "quality of education" became known. Hence, in all education systems, the object of foreign and national education quality assessment is the quality of educational services, which is traditionally assessed on the basis of learning outcomes (experience gained in the educational process). At the same time, the content of the concept of "quality" is largely determined by the quality and system of quality control adopted in the field of education of a particular state and, above all, the powers of the state in solving these problems. Although there are a number of specific features in quality determination, the main part of them is to determine the learning outcomes and its quality assessment parameters. The Bologna Declaration and the Prague Declaration distinguish three important outcomes that determine the quality of the curriculum (curriculum services):

- academic quality that contributes to skills and personal development in research, teaching and dissemination;
- Ability of university graduates to find a job in the international labor market for life;
- any mobility: temporal, software (influencing aspects such as recognizing learning and providing more opportunities for learning) and personal flexibility.

Existing interpretations of learning-oriented qualities typically suggest that its quality is mental, physical, ethical, and so on. through the prism of knowledge and skills that contribute to the development of the individual, in terms of compliance with the social order of society and the expected results of consumers, the ratio of goals and outcomes, etc. k. [13]. If the result is seen as a goal, the quality of the educational service can be defined as expediency in such a statement. Any result is related to investment (time, finances, etc.), it is very important to get it and to a certain extent the results can be solved by themselves. In terms of approaches to evaluating the results of educational services, two features should be distinguished:

- the relativity of the quality of the results (the result can be qualitative or non-qualitative only from someone's point of view);
- The specific nature of educational activities (combined services for the creation and consumption of services), which makes it difficult to assess the consumer characteristics of the services provided by the university. Abroad, there are two approaches to solving these problems. The first is relative, i.e., the university's mission is an independently developed quality improvement concept focused on demand (market), defined on the basis of its own standards and quality criteria. Accordingly, the outcome of educational services and its quality is a specific model of existing market needs. Evaluation of consumer characteristics of services (value as

quality) is determined by the active involvement of all stakeholders (students, faculty, corporate partners, etc.) in quality management processes at all levels of government (USA, Germany, UK, Taiwan, Philippines). At the same time, quality control and evaluation is based on the priority of state structures or structures funded by the government (Germany, UK) or the process of internal control and self-government and external, expert quality assessment (USA, Taiwan, Philippines).

The second approach has broad powers of the state in ensuring the quality of educational services. The content and quality of educational programs are determined and regulated by the state. Centralized quality control and evaluation of education (France, Russia, Kazakhstan). Accordingly, in terms of the quality of the outcome of the educational process, the quality of education is “the level of knowledge of students and graduates in accordance with the requirements of the standards” on the one hand, and the needs of the market on the other. Equality of state and market interests in the field of quality is ensured by a system of courses selected by state standards, the composition and content of which is determined independently by the university [14].

CONCLUSION

Summarizing the above, we came to the following conclusion:

1. The results of the activities of higher education institutions are expressed in the form of educational features and products: scientific and technical, scientific and technical products and educational services, integrated services on the basis of educational and methodological services. Universities can supplement the areas of their activities (information, administrative-economic, financial, etc.), which expands the scope of the results of its activities. At the same time, education as a field of educational services is a key, targeted component of any university that provides educational services. In this regard, it is the most important criterion for evaluating the educational activity of the university.

2. The education quality management system ensures the fulfillment of tasks that only an effective management system can solve. One of the means to achieve this goal is to improve the quality of education.

3. The success of creating and implementing an education quality management system directly depends on the involvement of all university employees in this process.

4. The main goal of creating an education quality management system is to increase the efficiency of the educational process, so the most important task is to select performance criteria, measure them and communicate the results to all participants in this process.

5. As well as, the quality of content management in the curriculum is of paramount importance for the university in the first place. The University determines the conditions for the formation and quality assurance of educational programs.

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