



HIGHER EDUCATION INSTITUTION DETERMINATION OF WAYS OF DEVELOPMENT ON THE BASIS OF INCREASING THE EFFICIENCY OF EDUCATION QUALITY MANAGEMENT

Khakimov Gulom Kuvondikovich- Independent researcher of the Main Scientific Methodological Center under the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan

ANNOTATION. This article examines the use of modern management models in improving the effectiveness of quality management in higher education. Based on the results, proposals for the future development of higher education institutions have been developed.

Keywords. Education, quality of education, quality of education management, management, efficiency, effectiveness, quality management.

INTRODUCTION.

In the developed countries of the world, the demand for the training of competitive personnel with higher education is growing in terms of quantity and quality. Intensification of the competitive environment, the effectiveness of research and acquisition of new knowledge, radically improving the quality of training, the rapid introduction of advanced innovations, the transformation of modern knowledge into a key factor of economic growth are the most important tasks of all developed and developing countries. In the framework of reforms in the field of higher education in the Republic of Uzbekistan during the years of independence, special attention was paid to the training of qualified, competitive personnel, in particular, the training of personnel in regional higher education institutions. In the context of modernization of the economy, the rational use of all available resources is important in increasing the efficiency of each system. Improving the governance mechanism is an important factor in this process. The issue of assessing the cost-effectiveness of measures to improve management has been controversial, and a lot of research has been done in this regard. At the same time, there are still problems to be solved in the field of higher education. are important issues.



LITERATURE REVIEW.

Improving the effectiveness of quality management in higher education is of great importance today [1,2]. The economic efficiency of education is a concept that reflects the importance of education in the growth of national income. The total amount of financial expenditures on education is understood as the ratio of the share of national income growth due to the increase in the level of knowledge and skills of workers in the production of material goods [3]. In practice, the effect of the external environment on efficiency has not been studied. Therefore, Sh.N. Zaynutdinov and AO Ochilova consider it expedient to measure the results obtained in the assessment of management efficiency (external and internal environment of the institution) by the necessary (not specified in the project) benefits [4]. Because it is possible to assess the strength of relationships in the design of the organizational structure. In this case, a sustainability management system means ensuring the continuity of communication activities. Through this indicator, one can think about the effectiveness of the quality or management system.

Developed by the European Foundation for Quality Management, the EFQM Excellence Model has been around for more than 13 years since the early 1990s and is a generalized model of an ideal management system for organizations focused on sustainable development and competitiveness [5]. The model is based on the philosophy of general management quality and production quality, and is based on a systematic approach to management, taking into account the interests of all stakeholders in the organization. Since 1992, based on the EFQM model, competitions on management systems of various organizations have been held in many European countries [6,7]. The use of the EFQM model involves researching and measuring the management capacity of an enterprise, evaluating the system performance of any organization, including model management that can help in the implementation of what is called "self-assessment". However, self-esteem is often not taken into account in any competition, including the main European EFQM European Award. Competitive evaluation is taken outwardly, while "self-assessment" is essentially an independent study of the enterprise management system by their managers. When the improvement model was presented in Europe as a European quality award model, it immediately went beyond the best "quality" competition, and these organizations began to



be perceived as a tool to assess their level of development relative to the benchmark level, identify strengths of management systems and identify areas for improvement [8].

In 1997, the European Foundation for Quality Management proposed a simplified EFQM model for small businesses. Most (but not all) representatives of small and medium enterprises believe that simplified criteria make self-assessment more understandable and therefore more accurate. Indeed, it is very difficult for small companies, for example, to rate on the “2b” indicator. Policies and strategies are developed based on measurement, research, and data from cognitive and creative activities, which is inconvenient for them. However, although the model is evolving and slightly modified, skills to work with it have also been developed, new opportunities for its use have emerged, and many organizations have realized that this tool can be effective in improving business through benchmarking and experience sharing based on best management practices. In 1999, a significant revision of the model was made and the word “business” was removed from its name (until 1999, the model was called the “EFQM Business Excellence Model”). This is primarily because many NGOs have also seen the EFQM model as a tool to improve and have used it successfully to improve management quality.

For example, one of the reasons that encouraged educational institutions in the UK to adopt modern approaches to management, including the EFQM model, was the passage of the Education Reform Act in 1988, which reduced budgets for education and encouraged schools, colleges and universities to make financial freedom and management decisions. gave independence.

RESEARCH METHODOLOGY. The research methodology is a dialectical method, and the research process used methods such as experimental, selective observation, comparison, expert evaluation.

ANALYSIS AND RESULTS.

In the course of the research, based on the process-oriented management approach in higher education, an improved EFQM-model was selected as one of the modern tools in quality management of educational processes and the method of self-assessment was put into practice.



The National University of Uzbekistan was selected as the object of study. At this university, a self-assessment method was used in 2019 to implement a quality management system (QMS) for universities based on the improved EFQM-model developed by us.

In the first stage of this process, the following preparatory work was carried out: the Quality Council was established; developed the Regulation on self-assessment of university activities; an action plan for the implementation of SMT at the university was developed; a working group was formed to conduct a self-assessment, consisting of heads of various levels and departments of the university, competent specialists (external experts) working in the relevant departments; the materials we provided were taken as a basis in choosing the model and methods of self-assessment; the identification of those responsible for conducting the self-assessment in accordance with the various criteria was carried out, and the persons responsible for each criterion and sub-criteria were identified; In order to learn about the procedure and methods of self-assessment of group members and university staff, we organized seminars and trainings.

In the second - main stage of the event, a self-assessment was conducted in order to study the activities of all departments and structures of the university. On the basis of the analysis of the activities of higher education institutions operating in the country, we have developed an improved EFQM-model, which corresponds to it and can be used in all higher education institutions of the country. The model is based on the Belgian-Dutch model for improving the quality of higher education and is based on the European Foundation for Quality Management (EFQM) model [9].

Heads of different levels and departments of the university, competent specialists (external experts), as well as faculty and highly qualified staff of departments were involved.

Members of the self-assessment working group carefully read the description of the "levels of excellence" scales of the various component criteria presented in the questionnaire forms. They assessed the extent to which, in their view, certain components of the model criteria were located. Assessment was done individually, mainly in groups. In the third and final stage of the event, the analysis of the results obtained and the development of measures based on the results of the main directions to further improve



the level of excellence of the university and the results of the university. The results of the scores evaluated by the experts were processed and the results obtained were summarized.

The results of the analysis show that due to the implementation of a number of activities at this university, the criteria of its "Opportunity" and "Results" groups had approximately equal overall scores: 350 and 325 points, respectively. Based on the values of "levels of excellence" of the model criteria using the RADAR method, the initial state of QMS at the university and directions for its improvement were identified.

A matrix of key areas for improving the management of the effectiveness of the development of the higher education system in the Republic of Uzbekistan has been developed on the basis of integrated indicators of the subsystem elements of the effectiveness of university management. In the process of forming the matrix, the components of the system in the method of evaluating the effectiveness of innovative management of higher education institutions, developed by us, were based on integrated assessment indicators. Measures have been developed to increase management efficiency at the "low", "average" and "high" levels of integrated management performance indicators.

For the National University of Uzbekistan, the most alternative option is to "introduce a system of project development in higher education" to further improve the efficiency of management.

Individual quality characteristics of students must be taken into account when predicting future directions for improving the effectiveness of higher education management. Indeed, the differences between learners make it necessary to choose an alternative option whenever possible, changing the demand for educational content. Yet the professor-teacher is considered stronger than the manager and researcher. Today, the development of business and entrepreneurship education plays an important role in the future opportunities of education. The field of education is very convenient for business. Vocational retraining centers, foreign language training centers, private schools and kindergartens, tutoring - these are just an incomplete list of areas of the education business. The uniqueness of the education business is that the demand for this or that service, whether it is an accelerated method of learning a foreign language or training for top



managers, is created by the education itself. That is why a business in education requires a combination of creative thinking and great responsibility. Private education is evolving slowly, but paid service does not always mean quality education.

Thus, the further development of education, especially higher education, is in many respects closely linked with the introduction of a new type of education, "business" (entrepreneurship) education, offered by professionals.

CONCLUSION/RECOMMENDATIONS.

In our opinion, the strategic priorities of the university development are:

- Improving the quality and expanding the range of educational services;
- transition to innovative development;
- diversification of funding sources;
- development of material and technical base;
- Improving university management.

In addition, in accordance with our proposals, the priorities of the university's policy in the field of improving the quality of educational activities were identified, which are:

- formation of a quality management system for educational activities on the basis of legal requirements and generally accepted standards;
- Development of human resource potential of the university;
- Introduction of a quality monitoring system for the training of specialists using modern information technologies;
- Development of a scientific environment aimed at creative self-awareness of the individual with the need for responsibility, civic consciousness and lifelong learning;
- Continuous improvement of the educational process, taking into account the needs and desires of students, employers, university staff, society and the state;
- Increasing the competitiveness of the university in regional, national and international markets of educational services;
- Strengthening the material and technical base of the university.



REFERENES

1. Belyakov S.A. New lectures on economic education. - M. : Izd-vo OOO «Max Press», 2007. - P.74.
2. Graurman O. Management medium and high school: 100 new concepts / O.Graurman et al. Hellesheim: Universitat-sverlang Hildesheim, 2004. - P.211.
3. Higher education (dictionary-reference) / Saidov M.H., Peregudov L.V., Tohirov Z.T. - T. : Finance, 2003. - 313b.
4. Zaynutdinov Sh.N., Ochilov A.O. Evaluation of the effectiveness of management of higher education institutions // Economics and Education, 2010. - №2. - 112-117b.
5. Ignateva E.Yu. Management znaniy v upravlenii kachestvom obrazovatel'nogo protsessa v vyshey shkole. - Velikiy Novgorod, 2008. - 280p.
6. The EFQM Excellence Model // Public and Voluntary Sector Version. - The European Foundation for Quality Management, 2003.
7. Antonova, I.I. Vseobshchee upravlenie kachestvom. Osnovopolojniki vseobshchego menedjmenta kachestva / I.I. Antonova, V.A. Smirnov, S.A. Antonov. - M. : Rusayns, 2016. - 168 c.
8. Maslov D.V., VylginaYu.V. Sovremennyye upravleniye instruments: modelsovershenstvovaniya EFQM: uchebnoeposobie / Ivan. gos. energy. un-t. - Ivanovo, 2006. - 107 p. : il.
9. Method for Improving the Quality of Higher Education based on the EFQM Model, the HBO Expert Group, Second English version, Eindhoven, October 1999. – 88 pp.