



## WAYS TO IMPROVE EDUCATIONAL QUALITY MANAGEMENT IN THE DEVELOPMENT OF HIGHER EDUCATION

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**Annotation.** *This article explores effective ways to enhance educational quality management in the context of higher education development. The study emphasizes the importance of implementing modern management approaches, digital transformation, and innovative pedagogical strategies to ensure the competitiveness of universities in the global educational environment. It also discusses mechanisms for continuous quality improvement, academic performance assessment, and stakeholder engagement in quality assurance processes. The research highlights that integrating quality management systems with institutional strategies can significantly improve educational outcomes, promote academic excellence, and support sustainable development in higher education.*

**Keywords:** *higher education, educational quality management, innovation, digital transformation, competitiveness, academic performance, sustainable development.*

Currently, global research focuses on improving the quality of human resource training in higher education by considering regional specificities. Special attention is given to developing innovative higher education models in regions with diverse socio-economic conditions and aligning the economy's growing demand for qualified specialists with the potential of higher education institutions. Modeling and forecasting human resource quality and capacity through innovative and investment mechanisms have become key scientific priorities in this area.

In our country, particular attention is paid to fundamentally improving the higher education system, revising the content of training based on modern requirements, ensuring the preparation of competitive specialists with higher education, and developing the sector in accordance with international standards. In this context, great importance is attached to improving quality management activities within the higher education system. This includes creating a national system of electronic educational resources in core disciplines, providing access to global educational resources, improving this infrastructure, integrating national and international e-learning resources through information and communication technologies in the educational process, and addressing issues related to the development of material-technical bases and sectoral infrastructure of educational institutions.

In global practice, scientific research on improving professional competence has focused particular attention on the effectiveness of educational management, with special emphasis on educational quality management. Studies in this field address the



theoretical and methodological foundations of managing higher education, improving quality management and educational quality monitoring in accordance with modern standards, and developing scientifically grounded proposals for ensuring the harmony between quality and efficiency in education. Much attention is also paid to improving the system for assessing the quality of higher education.

The reforms being implemented in our national system of continuous education are aimed at improving mechanisms for organizing and managing educational processes, as well as shaping an education quality management system based on democratic and humanistic principles that meet modern socio-economic development requirements.

The analyzed research shows that there are various approaches to educational quality management, and it is appropriate to clarify and explain them. The stable development of the education sector is the key to ensuring the rapid socio-economic progress of our country. Achieving this goal largely depends on ensuring the effective functioning of educational institutions based on improved economic relations within the higher education system. Indeed, during the period of economic liberalization and modernization in Uzbekistan, the efficient use of production factors has become a leading factor in achieving high rates of economic growth. It is well known that the human factor is the most essential among production resources, as all other factors operate under its direct influence and active participation.

The founder of quality management, W. Shewhart, proposed replacing the approach based on controlling each component of the educational process with a methodology aimed at ensuring the consistent operation of technological processes. Later, A. Feigenbaum, an expert in education quality management, introduced the concept of Total Quality Control, which includes the stages of developing, maintaining, and improving quality. His idea of continuous quality improvement in education was developed and applied in practice by E. Deming, who introduced the PDCA (Plan-Do-Check-Act) cycle—also known as the Shewhart-Deming Method or the Deming Cycle.

The Deming Cycle can also be effectively used in organizing and managing quality management in education. It is implemented through several sequential stages. Understanding the Deming Cycle is not limited to managing educational quality alone; it is relevant to all aspects of administrative and economic activity and can be widely applied in every sphere of institutional functioning.

A systematic approach to solving the problems of education and professional training quality is necessary. The entire set of factors must be managed in their interconnection and interdependence, as links in a single chain. The absence or weakening of one or several of these links leads to interruptions in the education quality management system. Disruptions in this system may also occur when one of the factors goes beyond the established boundaries. Therefore, maintaining the system



of factors within the limits determined by the demands of the market economy, enterprises, society, and the state is the main task of education quality management.

According to the recommendations of international standards, the education quality management system is based on the following principles:

- focus on the needs of consumers;
- leadership of the institution's management;
- broad involvement of academic and administrative staff;
- decision-making based on objective data and evidence;
- management built on a systematic approach;
- continuous improvement of quality;
- consideration of the interests of all stakeholders;
- process-oriented management, and others.

In most foreign countries, education quality assessment includes two components — internal (self-assessment) and external evaluation. The mechanisms of these assessments may vary, but in general, external evaluation is associated with compliance with standards and economic efficiency, while internal evaluation focuses on competitiveness and continuous improvement. Educational quality assessment systems worldwide can, therefore, be conditionally divided into two models, depending on whether the emphasis is placed on external or internal assessment.

Thus, the control of education quality management consists of both internal and external evaluation, whose mechanisms differ. However, internal evaluation plays a decisive role in ensuring quality. Today, more than ten models of quality management are used in the global higher education system. These models define requirements, indicators, principles, methods, and criteria for evaluating the efficiency and improvement of institutional processes to achieve quality outcomes.

Models based on quality assessment include systematic self-evaluation using SWOT analysis to identify the strengths and weaknesses of higher education institutions and to eliminate deficiencies. The effectiveness of an educational program is assessed through indicators such as the teaching methods used, the existence and efficiency of teaching quality assessment mechanisms, and overall educational performance. Internal evaluation provides data on traditional and interactive teaching methods, their ratio, students' final results, and the perception of teaching approaches.

Based on these data, external evaluation is conducted using indicators such as the effectiveness of teaching methods, the availability and efficiency of student assessment mechanisms, and the presence of teaching quality control systems. Experts performing external evaluation determine the compliance of the program with established quality criteria (high, medium, or low levels) and assess such key indicators as the quality of methodological support, the adequacy of required educational materials, and the state of material and technical resources.



When selecting one of the quality management approaches, the following conditions of the educational institution should be considered:

- the level of organization of quality management;
- human resource availability;
- the state of the educational process;
- documentation support of teaching activities;
- the availability of financial resources, and others.

One of the priority areas for improving economic relations in the education system is to enhance the quality of educational institutions. The quality of education depends on how effectively the activities of these institutions are organized to meet the needs of consumers. At the same time, improving education quality ensures its competitiveness. The competitiveness of the education system reflects its ability to meet the demands of consumers and its market value. These processes are determined by the characteristics that enable the satisfaction of specific needs. Education competitiveness is evaluated by comparing it with similar institutions based on two parameters: conformity to demand and cost of meeting that demand.

To further improve education quality, attention should be paid to the following areas:

- ensuring full provision of classrooms with modern teaching equipment;
- increasing the number of seats and resources in electronic libraries;
- developing methodological materials for students' independent learning and efficient use of extracurricular time;
- conducting all classes based on modern pedagogical technologies and technical means.

The competitiveness of the education system — that is, its ability to meet demand — depends on the degree to which its quality corresponds to consumer expectations. Therefore, the quality of the education system is a key factor ensuring its competitiveness in the market. Currently, the need to improve economic relations in the national education system is closely linked to scientific and technological progress, economic globalization, and the necessity to ensure the competitiveness of the national economy. Furthermore, the prioritized development of the education sector is a prerequisite for achieving high rates of economic growth and improving the population's welfare.

Implementing quality management in education yields the following positive outcomes:

- modernization of the educational management structure;
- simplification and optimization of documentation within the educational process;
- improvement of a healthy competitive environment among graduates;
- enhancement of graduates' competitiveness at the global level;



- strengthening of integration between education and production;
- increase in the effectiveness of scientific research results.

### List of used literature

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