
**DESCRIPTION OF QUALITY AS A LEADING FACTOR OF HIGHER
EDUCATION DEVELOPMENT**

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Annotation

This article analyzes the characterization of quality as a leading factor in the development of Higher Education. Also, the current socio-economic processes are presented to higher education and each educational organization with innovative tasks of social significance aimed not only at education, upbringing, development of the educational person, but also at socialization of the population, preservation of cultural values, satisfaction of the needs of the employment, labor market.

Keywords: quality, higher education, development, leading factor, informatization, higher education development, management, research, etc.

Introduction

By transferring the strategic direction of the development of National Higher Education from public administration to the increase in the independence of the OSCE, state and public administration can be considered at the federal, territorial and municipal levels, in addition to educational organizations, at the expense of the development of state-Public Administration. Emphasizing the peculiarities of higher education and each educational organization itself – the high variability of the external and internal environment, the activity of educational agents, it is necessary to distinguish the necessary properties of the higher education management system – dynamism and flexibility.

"Public-public administration of education" as a general category of meaning of pedagogy was introduced in 1988 when it was decided that it was advisable to organize public councils in schools and vocational education institutions from representatives of pedagogical employees, education recipients, their parents, organizations of public and production groups.

The analysis of strategic documents and research in the field of implementation of State-community management of Higher Education allowed us to summarize

its tasks: to combine the efforts of the state and society in solving the problems of higher education; to develop and implement a unified educational policy based on a strategic management system based on the needs of the labor market;; to increase the responsibility of higher educational institutions for the results of their activities before society, economy, production and social sphere. A distinctive feature of State-Public Management is the implementation of the subject-subject approach, in which participants in the educational process have the right and opportunity to choose the content, organization and method of activity.

Thus, the formation of a unique set of interested groups - educational agents - implementing and/or receiving the results of higher education activity is being observed.

Implementation of the stakeholder strategy within the framework of transfer of higher education to state-public management means increasing the role of higher education in the economic, social and political spheres. Currently, the following steps have been taken to implement this idea: high integration of all types of (horizontal and vertical) educational systems; implementation of corporate and cluster education; interaction of educational agents in the form of non-commercial structures that carry out public monitoring of the progress of educational processes (associates). Examples of implementation include various Councils and Associations whose purpose is to strengthen the socio-economic indicators of higher education institutions by expanding participation in management.

As part of implementing a stakeholder strategy, the following needs will become apparent:

- justifying and determining the positions of higher education agents in the field of management as a social task;
- increasing the activity of all educational agents in the field of higher education management (at the levels of educational process and educational organization);
- achieving a balance of the interests of educational agents in the field of higher education efficiency;
- ensuring information openness of higher education.

However, despite the fact that the state-public management of higher education has developed to a certain extent and reforms are being carried out in this area, in general, the management remains a closed utilitarian system, which is carried

out at the expense of the internal resources of the system and state control, and this is enough today. obviously not; at the same time, the potential of educational agents is not taken into account in practice, their management contribution to improving the efficiency of higher education is minimal, and the level of responsibility for their activities within it is not defined. This is what determined the position of the author - to justify the priority of interaction between educational agents as a necessary element of the development of higher education and their effective participation in the field of coordination of financial, intellectual and social capital.

That is, one of the important tasks of managing the development of higher education in the conditions of the implementation of state-public administration is to organize and ensure the interests of educational agencies, taking into account both mutual cooperation and inevitable conflicts. At this stage of the development of state-public administration, it is necessary to define the limits of authority of all educational agents, to develop the appropriate regulatory framework and system of mutual relations of educational agents (agent networks) through various forms that are compatible with existing resources, territorial and institutional conditions. plays an important role.

The effectiveness of state-society management of higher education is determined by the following factors:

- exercise management rights of all educational agents;
- optimization of the conditions for the implementation of educational activities for all educational agents (normative, informational, material base);
- achieving a balance of interests of educational agents (zone of tolerance);
- to meet the expectations of educational agents in the context of the effectiveness of educational activities.

Determining the effectiveness of the higher education system is difficult; there are also obvious conflicts in the interests of educational agents. Here are some examples:

- standardization of education (agent "state") contradicts the interests of personal development (agent "personality" (learner);
- the narrow focus of professional powers (agent "business - society") contradicts the potential of fundamentalization of education and requires special training from pedagogues to fulfill the requirements of employers (agent "employees of educational organizations");

- the demand for certain types of professions in the labor market (agent "business community") may conflict with the capabilities of educational systems (agent "employees of educational organizations") or the wishes of learners (agent "personality") and others.

Educational agents within the higher education system (strategic (at the level of the state and society); tactical (at the level of the business community, educational organizations and society)); there is a continuous fluctuating development of operational (at the level of society, employees of educational organizations and personality) choices.

A.I. Prigozhin defines the category of "manageable" league as a complex integral indicator of the organization's activity and its management efficiency. The development of this idea is the position of V.G. Zarubin and A.I. Nachkin, close to the author, in which the content of the "manageable" category is the preservation and development of socially significant norms, the complexity of the management process, and the qualitative change of the social environment. understood. As a result, "manageable" appears not as an abstract category or a set of everyday considerations, but as a knowledge model designed to describe the actual practice of any organization determined by economic, social, political and moral processes.

Studying the work of scientists in the field of studying the behavior of agents of socio-economic systems, the determination of their behavior in many ways can affect institutions, institutional arrangements and the institutional environment, that is, all existing and future events. made it possible to determine the dependence of the created limiting connections and driving forces. Based on this thesis, we believe that it is necessary to take into account various natural manifestations of society, individual and institutional connections as structural elements of the system in the aspect of studying the problems of the development of the higher education system.

Based on the practical aspect of the "system controllability" category, which includes the appropriateness of decisions, the consistency of goals and actions, the stability of the organizational order, we try to qualitatively evaluate the control of higher education.

The controllability, which is presented as the consistency of the goals and actions of the decision-making control elements and subjects, is determined by the quality of the goals, that is, clarity, consistency, lack of contradiction and

attainability. Quality parameters of higher education goals are as follows: higher, strategic goals (image of the desired future); long-term goals of educational organizations (mission and strategy); operational goals of educational organizations (service functions of departments and employees); the level of motivation of educational subjects to achieve these goals; state of educational and organizational processes (perspective of personal educational outcome). Thus, we consider governance as a process of response and/or influence at the level of individuals, learning agents, and learning organizations. In addition, governance reveals the limitation of freedom in the decision-making process and at all levels of higher education management. This factor determines the need to integrate the adaptive type of management mechanism into the activities of higher education. Determining the limits of control and the mechanisms of keeping educational processes within these limits turns out to be a more important goal than achieving unique individual results. Taking into account the specific characteristics of higher education, the goals of the educational process are defined in the requirements for the educational process - the state educational standard of higher education, the quality defined in the specific educational programs developed on the basis of them and we believe that there may be quantitative characteristics (norms, mastery levels). This means that in order to increase the ability to manage higher education, the coordination of the requirements of educational agents should be carried out during the design of the educational process, the selection of its content, taking into account the time interval between the beginning and the end of the educational process. We should not lose sight of the high dynamism and diversity of higher education, and the existing differences and complementarities between control (influence) and the controlled (resistance). Thus, the object model of higher education's manageability and the adequacy of management goals, the social responsibility of educational agents for their actions within the framework of higher education, taking into account their requirements and expectations at a high level, the method of describing the object of management and 'can be increased by ensuring the appropriateness of the types of management effects used.

The management of the educational agent (influence and resulting action) is entirely based on the consistency of his ideas about higher education in the format of his actions and powers, his role, position, system of actions and social

responsibility. level depends on the adequacy of understanding within higher education.

Taking into account the complexity of the number of educational agents, their relationships and high activity, the multidimensionality of the higher education model (t) and the limitation of higher education management (1/p) become clear. A logical axiom follows from this idea: the improvement of the management of higher education is possible only if the factor is chosen that is of full importance to all agents, that satisfies and unites the demands and expectations of all interested groups.

The role of a "sealer" that allows to unite the interests of all agents of education is defined as "the training of highly qualified professional personnel and specialists with personal qualities and skills in the field of personnel training (increasing) of society, as well as meeting the needs of the individual in such education. the quality of education can play as a set of characteristics that determine the ability.

Structurally, the quality of education is an integral set of characteristics aimed at ensuring the quality of education, aimed at managing the necessary level of professional, general professional, general cultural competencies of a university graduate.

A distinctive feature of national higher education in modern times is its orientation to the "market". The position of education as a standard social service determines the use of certification and standardization, which is naturally reflected in the procedures for the accreditation of universities and the licensing of the educational programs they implement.

At the same time, foreign experience shows that "social" quality evaluations are rejected in practice - the individual (applicant, student, graduate) is not the object of the final evaluation of the quality of higher education; it affects only the conditions of implementation of educational activities in a certain educational organization. This is fully due to the consistent increase in the use of ISO 9000 standards for the creation and certification of quality management systems for educational activities.

The requirements of this standard provide for continuous improvement and prevention of inconsistencies; they are also aimed at demonstrating the ability of the implementing organization to ensure the quality of products or activities that meet the requirements of consumers (educational agents). The new version

of the quality standard (ISO 9001, September 2015), which aims to bring the interests of manufacturers and the requirements of consumers as close as possible, works in this direction. The main difference of this version of the standard is hidden in the clearly expressed social priority, which allows to adapt and implement it in the field of education and to provide real (not official) quality management of educational organizations. Another important feature of the standard is that the quality system built on its basis is not a static mechanism; it contains requirements for continuous quality improvement - that is, the development of quality specifications.

The ideology of TQM (Total Quality Management) fully corresponds to the concept of quality management included in the ISO series of standards. "Total Quality Management" is described as a "transparent" approach to management, in which the contribution received by each employee is fully utilized and implemented in the continuous improvement of everything related to customer satisfaction; where the concept of quality includes: compliance with standards, compliance with application, compliance with price, compliance with hidden (potential) needs.

In the same direction, the European Association for Quality Assurance in Higher Education has developed standards and guidelines for the quality of higher education in Europe, which include parameters for external and internal evaluation of university quality, including The quality of higher education includes the assessment of all components. Special attention is paid to the effective management of educational activities, the ability of the general public to be aware of the received information, and the creation of quality assurance systems that can be changed taking into account the diversity of cultural and educational traditions.

Thus, the most common concepts and rules of quality standards in education confirm the main guarantee of educational quality - satisfaction of consumer and society's requirements, i.e. potentially higher quality of higher education as a basis for educational activities "quality philosophy" as a leading factor method of coordinating and developing the interests of all educational agents may be absent.

The priority of this approach to the development of higher education is determined by:

a) the need to transfer higher education to state-public management;

- b) updating the stakeholder management strategy and changing the role and requirements of education agents in modern socio-economic conditions;
- c) increasing requirements for the level of social responsibility for the effectiveness of educational activities of educational agents, educational organizations and higher education institutions in general;
- d) implementation of the idea of "managerialism", which prioritizes the effectiveness of educational activities and requires the development of "organizational powers", that is, the ability of the resources of the educational organization to achieve the set goals, taking into account the internal characteristics. ;
- e) the capacity to implement risk management tools - the evaluation of the effectiveness of the management of the development of the educational system is carried out "here and now", there is no delayed effect of the evaluation, which allows to correct the control effects. This position is of great importance for the educational system, which depends on high variability in external and internal environmental conditions.

Despite the fact that many national higher education organizations prefer to introduce a quality management system, as a rule, it is not systematically implemented, scattered and does not have a significant impact on the effectiveness of educational activities. The situation is significantly complicated not only by setting strategic priorities (which are different for each HEI), but also by the need to organize quality monitoring in an educational organization, which requires different types of costs: for each of the quality indicators, a "sample" search

Thus, at present, there are great difficulties, lack of experience, norms and regulatory documents in real implementation of state-public management of higher education. Each higher education organization, in developing the ideas of state-public management, should first of all structure and ensure the interests of educational agents, taking into account their interaction, the inevitable conflict of interests, must define realistic expectations and define areas of influence. Ensuring the development of higher education in terms of the continuous improvement of the quality of education in all its positions, the implementation of state-public management and the formation of the social responsibility of educational agents for the effectiveness of the system; can improve the characteristics of educational activity. Understanding the need for

the evolution of quality and its continuous growth during the implementation of educational activities determines the introduction of quality management as an integral part of the management of the development of higher education.

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