

O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI



BUXORO MUHANDISLIK-TEXNOLOGIYA INSTITUTI



**«SANOAT INJINIRINGIDA INNOVATSION YECHIMLAR»
mavzusida
XALQARO ILMIY-AMALIY ANJUMANI
MATERIALLARI**



(2023 yil, 24-25 noyabr)

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**ЎЗБЕКИСТОН RESPUBLIKASI OLIY TAʼLIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**



БУХОРО МУҲАНДИСЛИК-ТЕХНОЛОГИЯ ИНСТИТУТИ



**«САНОАТ ИНЖИНИРИНГИДА ИННОВАЦИОН ЕЧИМЛАР»
мавзусида
ХАЛҚАРО ИЛМИЙ-АМАЛИЙ АНЖУМАНИ
МАТЕРИАЛЛАРИ**



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**МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ
РЕСПУБЛИКИ УЗБЕКИСТАН**



БУХАРСКИЙ ИНЖЕНЕРНО-ТЕХНОЛОГИЧЕСКИЙ ИНСТИТУТ



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To`plamga 2023 yil 24-25 noyabr kunlari Buxoro muhandislik-texnologiya institutida o`tkazilgan «Sanoat injiniringida innovatsion yechimlar» xalqaro ilmiy-amaliy anjumani materiallari kiritilgan.

В сборник включены материалы международной научно-практической конференции «Инновационные решения в промышленной инженерии», проведенной 24-25 ноября, 2023 года в Бухарском инженерно-технологическом институте.

To`plam Buxoro muhandislik-texnologiya institutining ilmiy-texnik Kengashi tavsiyasiga asosan chop etildi.

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RELEVANCE OF QUALITY MANAGEMENT SYSTEM IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

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Nowadays a distinctive feature of higher education is the increased attention to quality problems, penetration of quality culture ideas into pedagogical consciousness. The new socio-cultural reality, its contradictory tendencies and challenges addressed to a person have given rise to various initiatives, innovations and practices. The educational environment has become a peculiar field of increasing competition and individualization of activity. Under such conditions, quality becomes the main competitive advantage.

The problem of the quality of personnel training during the transition to market relations has become very acute due to the following reasons:

elimination of state distribution of university graduates; shortage of specialists capable of working in market conditions, with a quantitative redundancy of the market of traditional specialists; unstable demand for specialists from consumers; decrease in motivation to master technical knowledge and acquire an engineering profession; reduction of state budget financing of educational and scientific activities; recognition of the autonomy of universities.

Most universities actively respond to the above factors: they open new (in demand) areas and specialties (at the same time reducing the output of traditional ones), improve curricula and programs, expanding the profile of training in existing specialties, etc.

However, these events, for all their obvious expediency and necessity, are, as a rule, fragmented in nature, often bearing the inevitable imprint of a narrowly professional approach, as they are developed by teachers with a stereotype that has developed over decades for solving emerging educational and methodological problems.

The first question that arises before the university staff is what to take as a basis for creating a management system - the provision of a service or the production of products. In other words, you need to decide: is education a service or a specific production process? Educational institutions can provide services, including to students, but beyond educational programs. If this is a process, then it is necessary to determine, firstly, suppliers and consumers, and, secondly, decide what to focus on in the training system - on the result or on process management.

An analysis of the educational process showed that it has much in common with any production process, but it also has fundamental, in our opinion, differences. The activities of the university differ significantly from the activities of industrial enterprises in that its object is a person. This excludes template approaches.

The specificity of the university is determined by its main activity - educational, the main task of which is the education and training of specialists who are competitive in the world market. The effectiveness of educational activities is closely related to the effectiveness of scientific research carried out at the university.

Scientific activity makes it possible for the teaching staff to continuously improve and replenish their professional knowledge and practical experience. It is obvious that both of these directions cannot fruitfully develop without information technologies, and, consequently, without the third direction - information.

The social, financial, and economic activities of the university also have their own characteristics. The university cannot work effectively in all of the above areas without a well-organized administrative and economic structure.

The creation of an effective quality-based university management system and, along with it, an integrated system of continuous education of students in the field of quality will significantly increase the level of graduates' training and their competitiveness in the labor market.

What kind of products do universities produce (manufacture)? They train and graduate engineers (specialists) and highly qualified personnel (candidates and doctors of sciences). Universities develop and

publish educational, methodological and scientific literature, create scientific, technical and intellectual, and even certain types of industrial products; provide consulting and information services and additional educational services. The main type of finished products of the university are specialists. However, the training of a specialist is a very long "technological" process (5-6 years). In addition, if we take the entire education system as a whole (from kindergarten to doctoral studies), then the total duration of the "technological process of production" is from 19 to 22 years. At what industrial enterprise the technological process of production continues for such a long time. Therefore, the main features of any educational institution are the "products" that it produces and the duration of the "production process". The peculiarity of the "products" produced by universities is that the student is not only a "product", but also a participant (subject) of the educational process, and a consumer of other types of university products. Professors and teachers of the university are carriers of not only knowledge, but also a common culture. Therefore, the second important feature of educational institutions is precisely the quality of the teaching staff, which is assessed, for example, by the presence of scientific schools in the university, because it is participation in their work that makes a significant contribution to the formation of a specialist who meets modern requirements. Professors and teachers who conduct research work are the direct producers of the "products" of the university. The role of the teaching staff of the university at the present time, when the problem of "quality of life" in general is being discussed all over the world, is also to create a system of continuous education in the field of quality and ensure its effective functioning. This system should be based on the continuity of knowledge. In such a system, the working subsystem should be the supplier-consumer relationship.

In other words, each teacher who conducts classes in his discipline should be considered as a consumer - for teachers of the previous cycle of disciplines, and as a supplier - for teachers of subsequent cycles of disciplines. Thus, the teams of teachers are faced with the task of applying a scientific approach to the formation of curricula and programs of disciplines. Currently, the problem of quality is being introduced into the minds of the heads of enterprises, organizations, firms, companies. This means that this problem should first enter the minds of young professionals. This should become their philosophy. That is why a number of universities have already developed plans for continuous training in the field of quality in many specialties.

These are not only independent disciplines in quality management, certification, standardization and metrology. In each discipline, technical, technological, methodological issues are considered from the standpoint of ensuring, achieving and improving quality. Nevertheless, this is easy to proclaim, but not at all easy to implement. In recent years, higher education has moved from an informative system of education to a problematic one, which is based on the independent work of students under the guidance of a teacher. The role of the teacher is also changing: he becomes a mentor and consultant. It is most important task is to motivate students to study and work independently. Consequently, one more feature of educational activity in the university is that it is necessary to create an opportunity for students to work intensively, because without this it is impossible to become a full-fledged specialist. Within the framework of the concept of quality, some ideas about how to conduct training have also been developed. These ideas are based on the idea of a team approach to the learning process. Many observations show that traditional lectures and seminars often do not achieve their goals in full. Of course, this does not apply to outstanding teachers, the legends of whose mastery survive for decades.

Therefore, it remains to state that in many cases it is the command (brigade, group) form of organization of the educational process that carries the charge of additional efficiency that has already been lost in classical forms. Among other things, team learning helps people prepare for this type of teamwork after graduation.

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