

## MODERN APPROACHES TO THE EFFECTIVE MANAGEMENT OF THE QUALITY OF EDUCATIONAL SERVICES OF HIGHER EDUCATION IN THE TRAINING OF SPECIALISTS

**Sh.K.Gafurova**  
*Bukhara city, Uzbekistan*  
*Bukhara State University*

**Abstract:** The paper looks at the study of quality management problems of higher education in the training of specialists. The author develops that for effective quality management in higher education there is needed an integrated approach to understanding and evaluating the quality of the educational process. The article clarifies and systematizes various approaches to managing the quality of educational services to ensure competitiveness in the area of higher education of the Republic of Uzbekistan.

**Key words:** quality management, educational services, the concept of the development of higher education, higher education, total quality management, modern approaches.

High demands on the moral, intellectual and professional potential of future specialists led to the training of high-quality personnel that satisfy international requirements, which is the main task of higher educational institutes. In the context of global trends in higher education, such as the internationalization of education, international student mobility and accelerated curricula, the issue of quality is the particular importance.

The emphasis is on the quality of higher education as its actual “result”, that is, the qualifications of graduates. At the same time, the quality of education is recognized as one of the urgent problems facing the modern system of higher education. The quality of education as an object of research is widely studied and implemented in developed countries. Although the quality of education in the country's educational institutions has not decreased over the years of independence, at present it is developing as a system.

Nowadays in our country technologies are being created for clear, stable and promising higher education assessment procedures. It is worth noting that in recent years in Uzbekistan, especially with the participation of the head of state, a number of decisions and projects have been developed to reform the higher education system. In particular, the Concept for the Development of Higher Education of the Republic of Uzbekistan until 2030 will improve the quality of education, which take into account the needs of socio-economic sectors, improve the quality of education, train competitive personnel, and effectively organize scientific and innovative activities. [1]

Today 114 higher educational institutions operate in the republic, of which 93 are state, 21 are foreign higher educational institutions and their branches. In particular, over the past 3 years, 6 higher educational institutions and 17 branches, as well as 14 branches of foreign higher educational institutions have been created. According to the concept of the development of higher education in the Republic of Uzbekistan today, in front of the higher education system a number of urgent problems and lacks that requiring their decision in the direction of training highly qualified personnel, including:

- a) in the field of higher education enrollment and quality assurance
- b) in the field of research and innovation
- c) in the field of strengthening the material and technical base of higher educational institutions
- d) in the field of increasing the attractiveness and competitiveness of higher education at the international level [1]

Based on the above, we can say that the quality of education depends on a number of factors: the quality of the teaching staff, the material and technical base of the educational institution, the justification of the teaching staff, the quality of the curriculum, the quality of infrastructure, the quality of knowledge, innovative management activities, the introduction of innovative processes, the competitiveness of graduates in the labor market, the achievements of graduates, etc.

The practice of managing the quality of education indicates that there are a variety of concepts and techniques. A HEI's quality management system is a management system for managing and managing an organization as applied to quality. Speaking of a HEI's quality management system, it is necessary, first of all, to determine the model in accordance with which it will be built. Moreover, the model of a quality management system is understood as a set of principles, methods, indicators and requirements for various aspects and processes of an organization's activity, criteria that determine the level of perfection of these processes and methods for their assessment, which together determine all the processes of an organization's activities aimed at achieving the required results by quality. [2, p 153]

From our point of view, in our country, the TQM-Total Quality Management model, which is widely used abroad, is a modern and effective approach to managing the quality of educational services in universities for the training of engineering specialists.

TQM-Total Quality Management (TQM) is an enterprise-wide method for continuously improving the quality of all organizational processes. This is the philosophy of universal quality management, which successfully started many years ago in Japan and the USA with the practice of awarding companies that have achieved the highest quality products.

The introduction of TQM in the management of higher education requires the use of managerial technologies in education, process and integrated, systematic, marketing, situational, cultural and educational approaches and specific organizational, economic, socio-psychological and innovative pedagogical methods and tools.

Total quality management in higher education will look like this:

- Satisfying the needs (requirements) of education consumers (educational institution, state, society and individuals)
- Continuous implementation of planning, provision and control to improve the quality of education
- Training of all employees of the institute in quality management
- Providing a quality assurance function to all institute staff
- Regularly identify and eliminate factors that impede the quality of education, quality planning
- To direct the activities of all personnel to the result
- Making decisions on the fact. [3, p 33]

Based on the foregoing, the management of the TQM model is a well-planned, guaranteed and technologically oriented management aimed at creating the necessary conditions for the training of high-quality personnel in accordance with international standards and the needs of the state and society.

We conducted a study in order to study the preparedness of our teachers and students for the implementation of TQM principles in our countries institutes. During the study, an express analysis of the university's quality culture was conducted among professors and teachers of technical departments, where 117 respondents participated. Respondents were asked: "What do you mean by quality? How do you or your department want to achieve quality? Is it possible to control the quality of education? Are you familiar with the concept and principles of global quality management - TQM? Do you know the demand and needs of consumers of educational services and how do you define them? Thus, managing the quality of training of future specialists in higher education is difficult in the choice of applied methods and forms of exposure. Only their combination will allow to achieve their goals.

Based on the results of the survey, the following conclusions can be drawn. Firstly, today, teachers and students of higher educational institutions do not have a single idea about the quality and quality of education. Secondly, they are not closely familiar with the components that make up the quality of education, the factors affecting the quality of education, the parameters for assessing the quality of education and international quality standards. Their knowledge, skills and abilities to implement the concept and principles of TQM -total quality management in educational institutions of the country does not meet the requirements. Thirdly, the current process of certification and accreditation of higher educational institutions of the republic, the activities of the State Inspectorate for Education Quality are oriented towards an external episodic assessment and, to a large extent, do not comply with the principles of strategic quality management, it is mainly of an inspecting nature. International experience shows that these quality control mechanisms have never been successful.

Thus, preliminary studies show that managing the quality of education is difficult in choosing the applied methods, methods and forms of exposure, and prove the need for further research and development of a comprehensive, phased, systematic mechanism for moving to a new level of quality management for the training of future technical specialists in higher educational institutions.

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