

§1.6. THE ROLE AND IMPORTANCE OF INTERNATIONAL EXPERIENCE IN ENSURING THE QUALITY OF EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

The quality of education, on the training of quality personnel, is a topical issue in most higher education institutions around the world. This is especially true in the late twentieth and early twenty-first centuries. The denationalization of most foreign universities, the proliferation of private universities, the value of education as a commodity in the economic system, and the availability of its clients (stakeholders and customer requirements) are creating competition among universities and forcing them to work tirelessly to improve the quality of their staff.

Both now and in the future, each university will work on the principle of finding its own customers. Higher education institutions that train competitive, high-quality staff are growing economically and scientifically, and their rankings are growing. This begs the question, what is quality in higher education and what are its concepts? Quality in higher education is a multifaceted, multi-level and dynamic concept that depends on the semantic unity of the education model, the mission and objectives of the institution, and specific standards [1].

Although the lexical meaning of competition is "rival" and leaves some unpleasant mood, in a market economy it is useful in all respects. Competition always leads to quality. Quality and competition are interrelated and often used concepts together. This concept is defined by Uzbek scientists A.A. Karimov and L.V. Peregudov: "Quality is a multifaceted concept in higher education.

It should cover all functions and activities in the field of education - educational and academic programs, research and scholarships, full staffing, students, buildings, facilities and equipment, all work for the benefit of society and the academic environment."

Russian scholars, on the other hand, have given many controversial points in the definition of quality, including its short and succinct definition, ie, the degree of conformity inherent to the description of quality requirements [2].

It has two sides:

- 1) the quality of the results of the educational process;
- 2) description of quality assurance systems.

This includes the content of education, the process of preparing applicants, teaching staff, information and methodological support, educational technology, scientific activity.

However, the concept of quality may be perceived differently by groups interested in higher education and by different competent organizations.

In sources of international importance, there are opinions about its three components:

1. Subjects of education. It consists of the following components:

- organizers of education. They include the rector, dean's office, academic department, departments;
- Persons providing educational services.

These include professors, methodologists, consultants, laboratory assistants, curricula, and textbooks;

- users of educational services. They include students and listeners.

2. Normative documents of education. These include educational concepts and paradigms, teaching technologies, textbooks, and methods of imparting and controlling quality knowledge.

3. Learning environment. This includes the social, cultural, psychological environment [3].

The level of preparation in each of the components included in the above components will ultimately ensure the quality of higher education.

The activities of higher education institutions of the Republic of Uzbekistan have the above components, but it is necessary to raise it to the level of quality. At the same time, the study of foreign experience will be the basis for improvement in this area. The science and education system in our country is being further enriched on the basis of world experience, and thus, in the process of globalization, higher education in our country is finding its place in the world education system. Hence, the "quality" category in education serves as a leading component.

Sectors of the economy and any type and stage of education are based on the criteria of quality in its existence and functioning in a market economy. Quality assurance in higher education will ultimately lead to the training of mature personnel. In this regard, the world experience is being studied in our country, which in turn indicates that higher education in Uzbekistan, as an integral part of global higher education, is finding its place in the process of globalization. In our view, such processes need to be further studied by the scientific community, hence the need to fully understand and interpret the essence of quality. In this case, a critical analysis of world experience is appropriate.

The issue of quality and quality assessment in higher education emerged as the most pressing issue in the world at the end of the twentieth century. At a conference organized by UNESCO in 1998, the World Declaration was adopted, and its Article 11 was entitled "Quality Assessment" and defined quality as a multidimensional concept in higher education. According to him, educational and academic programs, scientific research, teaching staff, students, educational buildings, material and technical base, equipment, training of quality personnel for society, the academic environment are among the programs that determine the quality. It also provides information on quality assessment organizations [4].

The analysis of foreign scientific sources shows that no clear and definitive conclusion has been reached on the coverage of the concept of quality in world higher education and its universal interpretation. However, there are several interpretations of it.

Western scholars have differed on this point. Diana Green's views on the interpretation of the concept of quality in higher education are unique. He thinks about the traditional meaning of quality. According to him, the delivery of products, service and success at the level of demand set by customers, the acquisition of image is a quality. For comparison, the image of Oxford and Cambridge universities among students and researchers in higher education, such as Mercedes or Rolls Royce, is a clear example. Both universities have long been ranked high in world rankings such as the Times Higher Education-QS World University Rankings and the Higher Education Research Institute of Jiao Tong University in Mainland China. occupies [1]. In our opinion, it is a modern requirement that the university has a unique image at the local and international levels and provides services in accordance with the requirements of stakeholders.

D. Green's view that products or services conformance to specifications or standards is also common. In higher education, a student's high level of mastery and sufficient qualifications are assessed by standards. For example, in British higher education institutions, compliance with the "Academic Standard" is also considered qualitative. D. Green also comments on the quality of fitness for purpose. Green explains this idea by asking a few questions: if the goal of higher education is to provide mature people to the community, then are they able to do it, are the curricula reflecting enough

knowledge and skills, the vision and mission of the university?) is being executed? such as.

Hence, it is believed that education standards are the basis for defining quality through these views, but there are also conflicting views on the definition and interpretation of the purpose of higher education. There is also a debate over whether the purpose of higher education should be determined by students, teachers, academics, management or the government. Of course, the goals of these interest groups in higher education are different from each other and they are compatible. It also shows that higher education is multi-purpose.

Also, quality criteria in higher education are not only determined by the needs and desires of the student, but in higher education, if management is interested in the quality of the educational process, students, parents and customers may be more interested in the quality of learning outcomes. In our opinion, higher education should have the categories of 'service provider', 'customer' and 'customer'. The sum of these categories is traditionally referred to as 'interest groups'.

It is known that in the conditions of Uzbekistan, education is inseparable from upbringing. The student (pupil, pupil, student) in the educational institution should not only receive knowledge, but also develop his spiritual outlook and grow his upbringing. Therefore, it is correct to consider the customer of the universities in our country (regardless of whether the university is local or international) as the society itself. It should be noted that the experience of introducing such positions as Vice-Rector for Youth Affairs, Deputy Dean for Youth Affairs in the universities of our country is known only in a few countries around the world, and this can be considered a unique experience. In our education system, spiritual affairs and work with young people are an integral part of education, while in other countries, spiritual affairs is the responsibility of the student affairs office, and the activities of these departments are not part of the educational process. limited to giving. Due to this, the spiritual work of Uzbek universities is one of the main indicators of quality.

From the above, it is clear that the concept of quality in higher education is complex and multifaceted. So who defines quality in higher education? a legitimate question arises. Quality definition and evaluation in foreign higher education has also always been in debate. For example, there is the interpretation of K. Campbell and K. Roznia: "Quality is not evaluated and measured, but where and when quality is recognized by scientists", and this leads to various arguments [5]. British authors N. Jackson and H. Lund approach the issues of quality assessment and definition in higher education based on a conceptual framework (Table 1.1) [6].

**Conceptual system for assessing and determining the quality of education
in higher education (Jackson and Lund)**

Input and Resource (Input)	Process	Output Target (Output)
Student: her initial level of knowledge, abilities, specialization and qualifications; Pedagogical staff: scientific potential, qualifications, level of expertise, competence, readiness for evolving education; physical resources: accommodation, facilities, machinery and equipment,	Introduction to the curriculum and teaching conditions, Curriculum design and evaluation teaching and learning: strategies and methods, effectiveness, innovative approaches; guidance and support to students: academic and individual teaching system, text of lectures and other	The student should become a competitive staff, have a high rating, meet educational standards, be ready for the next stage of continuing education; Pedagogical staff: their effectiveness and creativity in teaching, research, organizational management, supervision.

library and information technology facilities. financial resources: student and teaching staff costs; external resources: use of non-academic specialists, use of machinery and equipment not under the jurisdiction of the higher education institution;	types of lectures and information, supervision of projects; student activity registration system: assessment of student mastering and preparation of reports; management and administrative organizational and management system structural and effective organizational and managerial skills, knowledge of strategies; analytical work and correction of deficiencies based on requests and suggestions from students or staff	
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This system consists of the main essence and functions of higher education, which are divided into successive columns, such as "Input and Resource (Input)", "Process", "Outcome and Goal (Output)". The "Revenue and Resource" column, which defines quality, takes into account all the types of resources needed to set up the learning process. Particular attention is paid to the quality of resources and compliance with the standard in the effective conduct of the "process" and the achievement of "results". In general, the elements of "Revenue and Resource", "Process", and "Outcome and Objective" are the basis of educational research and are widely covered in most literature. Norwegian authors Cheng and Tam also believe that the quality of higher education should be defined on the basis of these elements [3].

Based on world experience, the quality of higher education:

- Applicants have sufficient knowledge and skills;
- Competence of teachers and high motivation to teach;
- adequate information resources;
- Practice of international relations;
- Development of self-assessment mechanisms;
- strengthening postgraduate education and research;
- Interrelation of undergraduate programs with practice;
- Several factors, such as the strengthening of the relationship between the practice and the university, are actively influencing.

Uzbekistan has a legal framework for monitoring and evaluating the quality of the educational process and training. Higher education institutions in Uzbekistan meet the requirements set in the Bologna process of improving the quality of education, but need to be improved in some areas. In the process of ensuring the quality of higher education of employers and students in Uzbekistan, the practice of assessment at the level of international standards is not established, there is insufficient regulatory framework for its implementation. In the field of external evaluation, the legal and regulatory framework of the system of socio-professional examination of higher education institutions is not perfect.

The analysis shows that the main focus in ensuring the quality of education in Uzbekistan is not to improve the quality of education, but to report. Passivity in the implementation of the internal system of quality assurance in education is associated with poor information supply and lack of qualified personnel. External mechanisms for

ensuring the quality of education are aimed at monitoring compliance with the established requirements of the organization of the educational process, rather than the strategy of improving the quality of education.

Currently, the system of improving the quality of education in Uzbekistan needs to be improved, implementing the European experience in ensuring the quality of education, and it is advisable to:

- It is necessary to ensure the broad and active participation of students, employers, public organizations interested in improving the skills of graduates in the process of improving the quality of education through the introduction of a system of regulation and incentives;

- The final results of students' studies, including specialization

- it is necessary to pay attention to employment;

- Focusing on the internal mechanism of improving the quality of education will allow to strengthen the internal incentives of teachers working in the higher education system to improve the quality of education;

- The results of the certification and accreditation of higher education institutions should be widely published in the media, on the Internet;

- Ensuring international comparative comparison of the quality of education should be carried out at the level of higher education institutions and government agencies responsible for ensuring the quality of education.

Based on the above, we consider it appropriate to introduce the following in the education system of Uzbekistan:

- In-depth study of the European education system and the introduction of a new mechanism for student assessment;

- Establishing a wide range of teaching methods used in the educational process of the European education system in general secondary education, secondary special, vocational education and higher education;

- Paying attention to remote, part-time types of retraining and advanced training;

- Realization of our national model of education on the basis of foreign experience, taking into account our national values, traditions, spirituality, based on foreign experience;

- Creating conditions for Uzbek universities to reach the level of other advanced universities in the field of scientific and academic potential in the international arena, assigning serious tasks to the leadership of each university to study foreign experience;

- On the basis of joint activities, projects and activities aimed at learning from each other, it is necessary to ensure the participation of all higher education institutions of the country in grant projects of TEMPUS, ERASMUS +, DAAD, KOIKA, international organizations.