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## **BASIC FEATURES OF EDUCATIONAL QUALITY MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS (SOCIOLOGICAL ANALYSIS)**

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### **ANNOTATION**

This article examines the problems of improving the quality of education and provides a sociological analysis of the main features of the formation of the quality management system of education. topical issues such as the creation of new methods and algorithm developments for determining the quality of components were analyzed.

### **Key words:**

Quality of education, creative activity, modeling, higher education, assessment system, sociological analysis, quality management

### **INTRODUCTION:**

Today, education is a decisive factor in economic and scientific-technical development, the formation of the social structure of society, the mechanism of distribution of social status in it. The development of any industry depends, firstly, on the quality of training and professionalism of trained personnel. depends on. This is due to the fact that a number of reforms are being carried out to increase the focus on the selection and training of personnel, to study their leadership skills, to train them purposefully and to achieve this goal. The main goal is to improve the quality of education. This is because the quality of education and its improvement can make the training of specialists in the field more competitive in the labor market. To achieve this, it is important to control and improve the quality of education. "There are two models of quality control in education in the world. The first is a model of direct quality control of education, which includes the function of licensing, accreditation and rating of educational institutions. The second is the quality improvement model. This model creates the conditions for quality improvement in educational institutions "[1]. The effectiveness of these two models is largely due to the social and cultural characteristics of the state, which is also characterized by the fact that it has reached the level of quality, culture and value. Unfortunately, the quality is specific only to developed countries, including the Scandinavian countries (Norway, Sweden, Denmark, Finland, Iceland), which in these countries paid more attention to the first before moving to the second model, i.e. they have created an environment of educational culture. The scale and effectiveness of our reforms are also focused on the formation and development of these features. In particular, in recent years, a number of measures have been taken to train personnel and increase their competitiveness. In particular, the fourth Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Strategy for further development of the Republic of Uzbekistan" is entitled "Priorities for the development of the social sphere." The fourth paragraph of the section "Development of education and science" states that "further improvement of the

system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market" [2] . This shows that the implementation of training policy has reached a new level. If we look at the essence of person-centered education in the higher education system today from a sociological point of view, it has a clear idea of its components, which are not only theoretical but also practical. indicates that it should be. In particular, person-centered education:

**first**, the cognitive experience of that individual;

**second**, practical work experience;

**third**, experience of creative activity;

**and fourth**, the experience of an individual's ability to engage in a relationship [3].

Over the past period, the country has been consistently implementing the tasks related to the training policy set out in the "Action Strategy". This can be seen in the example of a number of regulations adopted in recent years. For example, setting priorities for the systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities to a qualitatively new level, "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" adopted by the President of the Republic of Uzbekistan on October 8, 2019 To raise the content of higher education to a qualitatively new level, to establish a system of training highly qualified personnel who will make a worthy contribution to the sustainable development of the social sphere and the economy, who will be able to find a place in the labor market "[3]. Also, the state program on the implementation of the Action Strategy No. PF-5953 of March 2, 2020 on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the "Year of Science, Enlightenment and Digital Economy" The Decree of the President of the Republic of Uzbekistan "On the establishment of qualified personnel for business entities, the involvement of specialists for the processing of documents and programs, as well as other necessary conditions for obtaining licenses and other permits" should help to create "[4].

## MATERIALS AND METHODS:

The creation of a quality management system in higher education has traditionally required qualitatively new forms of interaction. Significant changes are taking place in the standardization of quality management in higher education on the basis of international standards. The development of new types of standards, their adoption and implementation, as well as the maintenance of the quality management system in enterprises and organizations can be considered as outstanding work in this area. The basis of the set of quality standards ISO 9000 "Quality Management" and supply standards. Guidelines for Selection and Practice".

Education quality management in higher education institutions should be based on the following basic principles:

- Interest of high quality staff and students of higher education institutions;
- Involvement of all employees of higher education institutions in the process of quality management of educational services and responsibility of each employee for quality assurance;
- Continuous improvement and development of the quality of educational programs for students and all stakeholders;
- the effectiveness of organizational structures that provide and support educational programs;

## CONCLUSION:

It is not enough for higher education institutions to declare quality as a strategic goal for high quality management. Development and improvement of existing quality management, development of new methods and algorithms for determining the quality of various components of the educational process, as well as analysis of expert opinions, taking into account the diversity of test results and data obtained issues determine the importance of the scope of work being done in this area. It is necessary to clearly define and

distribute the three main elements of system management - responsibility, authority and interaction. At the same time, all elements must be equal for each member of the team. For the effective management of the quality of education in higher education institutions, it is necessary to study and implement new technologies, to look for new ideas, methods and tools in the field of quality management of educational products and services.

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