

Main Criteria of Quality and Efficiency of Education In the Higher Education System

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Abstract:

. The article discusses analytical materials about quality and its importance in contemporary times, stages and periods of focus on quality, quality of education, quality of teaching in higher education, the difference between quality of education and quality of knowledge, the role of instructional efficiency in evaluating the quality of assessment , absolute and relative concepts of the quality of education.

Key words and phrases: quality, quality of education, quality of knowledge, standard, effectiveness of education, absolute, relative.

Introduction

From the 20th century, the "Quality Revolution" has happened in the world. The world's leading manufacturing companies have begun to focus on product quality rather than quantity and quality. Quality appears to be the main driver of competitiveness.

According to the general concept, quality is a set of unique characteristics and signs of products, materials, works, structures, services, etc., based on meeting human needs and requirements and being

assessed by full compliance with their requirements and mandates. This compatibility is primarily determined by standards, contracts, agreements and consumer requirements.

RESEARCH METHODS

In the following article, the analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test and foresight methods were used.

RESEARCH OUTCOMES AND DISCUSSIONS

Attention to quality and its stages of development can be logically divided into the following stages [1]:

1. In the 60s of the 20th century - the main factor creating competitiveness in the market was product quality.

2 The 70s of the 20th century - the period of transition from product quality to production technology quality.

3 The 80s of the 20th century were the transition period to the quality management system.

4 Since the 90s of the 20th century, the quality of education, the quality of intellectual resources and the quality of human life began to emerge as key factors.

Education quality is considered a social category, determining the state and results of the educational process in society as well as the formation and development of people's professional, family, and civil skills. in accordance with the requirements and needs of society. society Educational quality is assessed through a set of indicators that describe different aspects of the educational institution's educational activities. These indicators include educational content, teaching forms and methods, physical and technical facilities, personnel structure. ensuring the development of learners' skills [2].

The quality of education is a set of knowledge acquired in specific conditions, which is necessary to improve the quality of human life and to achieve a specific goal.

The quality of education in higher education is a multi-faceted, multi-level dynamic concept related to the contextual indicators of the educational model, institutional goals and objectives, and specific standards of the educational system, educational institutions, educational programs and disciplines [3].

The quality of knowledge is determined by the fundamentality, high quality of the knowledge obtained after completing the educational process, and how useful it is in the work process.

Nowadays, the quality of education is a big problem that needs to be fixed quickly. Because education affects everything in society - like how people get along, how the government works, and how the economy is doing. Furthermore, the type of education we provide decides what happens to our state, our society, and everyone in the world. So, it's acceptable to think of the quality of education as the same as the quality of life [4].

The term “quality of education” has many different meanings depending on the following factors:

- benefits of participants in higher education;
- interdependence of concepts such as input data, educational processes, output data, goals and tasks;
- characteristics or description of the academic field being assessed;
- Historical stages of development of higher education.

Furthermore, the term educational quality also has the following different definitions:

- quality – is the highest index;
- quality – in the form of activities that have fully achieved their objectives;
- in the form of improved operations and increased quality.

The definitions of "educational quality" mentioned above have advantages and disadvantages depending on the historical period of educational innovation.

Educational quality can be considered a concept that is both absolute and relative.

In the absolute concept of educational quality, it must reflect the status, position and superiority of the educational institution. Such an ideal concept facilitates the development and strengthening of the image of the educational institution and demonstrates the desire to achieve educational standards at the highest level in terms of educational quality indicators [5].

Quality of education can also be considered a relative concept. In this case, educational quality is not considered the main attribute (integral part, main characteristic) of the service, and the educational process is evaluated by compliance with state educational standards [6]. Therefore, educational quality can be defined as a relative concept in two different ways:

- comply with educational standards;
- comply with official requirements of consumers of educational services.

The first concept defines quality from the point of view of producers (educational institutions), and the second concept evaluates quality from the point of view of consumers, i. e manufacturing enterprises

However, the ideas of the education industry and what consumers want, and the idea of what is considered good, don't always agree. So, we need to consider the issue of education quality in schools from two viewpoints.

- as seen by the school or college. In this situation, the way marketing research is done depends on how well the educational process meets the state's education guidelines.

- for people who use education services. We measure how well marketing research is meeting the needs of people who use educational services.

When evaluating educational quality, it is necessary to take into account the concept of educational effectiveness. How are the criteria for determining the concepts of quality and educational effectiveness different. Quality is the relationship between achieved results and goals (or vice versa), effectiveness is evaluated by the relationship between achieved results and costs.

CONCLUSION

When evaluating educational quality, it is necessary to take into account the concept of educational effectiveness. How are the criteria for determining the concepts of quality and educational effectiveness different. Quality is the relationship between achieved results and goals (or vice versa), effectiveness is evaluated by the relationship between achieved results and costs.

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