EVALUATION SYSTEMS OF THE QUALITY OF EDUCATION IN FOREIGN HIGHER EDUCATION COUNTRIES

Rakhimov Oktabr Dostkobilovich

Professor of Karshi Engineering Economics institute,

Academician of the Turan Academy of Sciences of the Republic of Uzbekistan

Eshmirzaeva Matluba Abdushukurovna,

Associate professor of the Department of "Physics and Electronics"

Institute of Engineering Economics, Karshi

Abstract. In the following article, the content of the quality and productivity of education and its assessment criteria, measurements for evaluating the quality of teaching in the higher education system of developed foreign countries, contextual indicators of the educational model, institutional goals and objectives, and specific standards of the educational system. It is mainly based on the connection with instructional institutions, study programs and subjects. The classification of the higher instruction assessment framework is given, and the standards of outside assessment of the quality of instruction in higher instruction educate based on self-management are portrayed. On the premise of the examination of the improvement drift of outside higher instructive educate and the universal instruction framework in common, recommendations and proposals were created based on the reality that guaranteeing the quality of instruction within the higher instruction system of Uzbekistan is the foremost critical and critical crucial issue.

Key words: globalization, society, intellectual, quality of education, assessment criteria, accreditation, institutional, state, society, control.

INTRODUCTION

Since the second half of the 20th century, the "Quality Revolution" has occurred throughout the world. The world's leading manufacturing enterprises began to focus on product quality rather than quantity and the number. Quality began to appear as the main factor ensuring competitiveness [1].

Quality as a general concept is a set of characteristics and private signs of products, materials, types of work, work, services, etc. is evaluated based on

meeting the needs and requirements of people, with their full compliance with the requirements and their tasks. Such compatibility is mainly determined by standards, contracts, agreements, and consumer requirements [2].

The characteristics of education is considered a social category and determines the state and result of the educational process in society, as well as the formation and development of professional, domestic and civil competence of a person, in accordance with the demands and needs of society. The quality of education is evaluated through a set of indicators describing various aspects of the educational activity of the educational institution. These indicators include educational content, teaching forms and methods, material and technical base, staff structure, which ensure the development of the competence of learners [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 activity and to use it to achieve a specific goal.

The study quality in higher education is the contextual indicators of the educational model, institutional goals and objectives, and specific standards of the teaching system, academic institutions, curricula, and multilevel dynamic concept.

When evaluating the quality of education, it is necessary to take into account the concept of educational efficiency. Quality is the ratio of the obtained result to the goal (or vice versa), efficiency is evaluated by the ratio of the obtained result to the cost.

The quality of education and the effectiveness of education are one of the main factors that indicate the quality of life in society. The more the state and society spends on general and professional education and the result meets the highest international standards, the higher the quality of life. When determining the effectiveness of education, it is necessary to achieve high quality of education at the expense of the most optimal costs [3].

RESEARCH METHODS

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

RESEARCH RESULTS AND DISCUSSIONS

In each country, a system of guaranteeing the quality of education has been created based on the requirements of the society, the individual and the state, depending on the educational programs, material resource base, personnel potential and management system. Methods of evaluating the quality of education play an important role in the quality management system of higher education. Historically

formed and based on self-internal evaluation of higer education institutes, the "England model" of higher educational institutions based on external evaluation is used based on the obligations of the higher education institution to society and the state, and various evaluation models consisting of their various combinations are in practice. [4,5].

In world experience, the evaluation system of higher education can be divided into two types:

1. Higher education evaluation system in countries where there is an authorized body of state administration coordinating the development of higher education institutions. In these cases, the evaluation system is based on the priority of public bodies funded by the government. There is less emphasis on self-evaluation, and the main emphasis is on effective external evaluation conducted by state bodies or public organizations. Such evaluation systems are often associated with government oversight, licensing, state accreditation, comparison of different higher education institutions, allocation of financial resources, and influence on universities. The European countries with state management bodies of higher education include Germany, France, as well as the CIS countries that have adopted the European traditions of higher education.

2. Higher education evaluation system in countries where there are no higher education state management bodies. In these cases, self-evaluation, or professional, or public evaluation in higher education institutions based on internal analysis is a priority to improve university performance. Among the countries of self-coordination in higher education are, first of all, the United States of America, as well as countries that have adopted the traditions of American higher education (Philippines, Taiwan) [3].

In some countries, the above-mentioned methods of evaluating higher education are used together (Sweden, Norway, Finland, Great Britain, Czech Republic, Slovenia, etc.). Such an evaluation system is based on the principles of Total Quality Management (TQM) and the requirements of the quality management system of the International Organization for Standardization (ISO).

The principles of external evaluation of the quality of education in higher education institutions based on self-management consist of the following:

- regularly check the level of compliance of university activities and educational programs with the main goals and tasks;

- existence of a person or structure responsible for expert evaluation of activities and planning of the development of the university;

- the existence of a wide and effective information system for the implementation of the self-checking process;

- external expert evaluation to check the regular implementation of self-evaluation (the field of services, management system, educational programs, etc.) and the results of the university's self-evaluation;

- timely management based on the results of external expert evaluation

- improvement of the structure and method, educational programs, redistribution of material and financial resources, implementation of the incentive and punishment system.

Below we present the methods of evaluating the activities of higher education institutions of some developed countries [2,4,5]:

Great Britain.

In Great Britain, the Quality Assurance Agency (QAA) has established a multi-level accreditation system in which the main role of state organizations in assessing the quality of the activities of universities and their educational programs is ensured. A number of higher education institutions evaluate the quality of educational programs of educational institutions based on the OAA criteria. For example, in 1992, The Open University (Open University) established its structure The Open University Validation Services (OUVS) for accreditation and validation (ratification, confirmation) of educational institutions, including the activities of educational institutions abroad.

OUVS requirements for accreditation of educational institutions are as follows:- state of creating an educational environment that meets all requirements;

- independence in the implementation of educational programs;

- effective organization of academic activity;

- the existence of an effective system of guaranteeing the quality of education;

- level of intellectual property (scientific potential);

- openness to external recommendations;

- financial security.

The Open University Validation Services (OUVS) carries out evaluations in the following areas:

- diagnosis: readiness and opportunities to implement educational programs, identifies problems that arise in training (interviews, tests, etc.);

- formative: studies feedback elements (assignments, abstracts, workbooks, seminars, etc.) as an integral part of the educational process;

- final: determines the achievements and shortcomings of the result of the educational process (oral or written exams, presentation of projects).

The evaluation principles of OUVS mainly consist of the following:

- assessment should be open, honest, based and reliable;

- assessment of the results of the educational process should be clearly targeted;

- evaluation criteria should be understandable for everyone, academic evaluations should be based on team activities as much as possible;

- results are submitted for regular re-evaluation.

The purpose of accreditation conducted by The Open University Validation Services (OUVS) is to confirm the results of activities on the following issues:

- compliance of the resources of the educational institution implementing the educational programs with the established requirements (teaching staff, information opportunities, financial situation);

- the order of the internal system is suitable for guaranteeing the quality of the educational standard;

- provision of students' rights.

The main criteria of OUVS have the following characteristics:

- lack of numerical indicators;

- to encourage academic (pedagogical) and research (scientific) activity of teachers in fields corresponding to their subject;

- requirements for the system guaranteeing the quality of education, conducting systematic monitoring of students' academic activity and results by external and internal evaluators, as well as production experts.

Australia.

In 1996, the new approach to Accreditation of educational programs developed by the Engineering Institute of Australia and the Council of Deans of Engineering Faculties of Australia focused mainly on the internal mechanism of the quality assurance system. The new criteria for the accreditation of engineering educational programs are based not on the educational process, but on its results. Accreditation procedure included internal assessment and quality assurance, as well as external assessments and recommendations of production enterprises. In general, the accreditation process is aimed at ensuring and developing innovation of engineering programs taking into account the requirements of modern production.

The main criteria for accreditation include:

- the quality of initial preparation of students admitted to the university;

- demand for teachers and students;

- professional (qualification) practice

- demand for graduates.

The main characteristics of these criteria are explained as follows:

- giving more freedom to universities themselves in the formation of curricula;

- the main attention is paid to the quality of training of specialists;

- regular improvement of educational programs in order to improve their quality;

- encouraging innovations in educational standards.

Germany

In Germany, in 1998, at the conference of the Ministers of Education, the Accreditation Council, which evaluates the bachelor's and master's training program, was established. This Council has developed minimum standards and criteria for accrediting agencies. In 1999, the Association of German Engineers founded the Accreditation Agency for Engineering and Computing. The first accreditation organization in Germany is the Central Agency of Evaluation of Lower Saxony's Institutions of Higher Education (ZEvA). Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN) agencies that accredit educational programs in engineering, informatics, natural sciences and mathematics are currently operating.

USA

Accreditation of the quality of education in the United States is a system of monitoring the quality of education, based on taking into account the interests of

all parties interested in the development of education. It embodies state and public controls.

The main objectives of accreditation:

- ensuring the progress and development of higher education based on the development of principles and criteria for evaluating the effectiveness of education;

- stimulating the development of educational institutions, continuous self-examination and improvement of educational programs based on the plan;

- guarantees the society that the educational institution or the educational program in a specific direction has a correctly formulated goal and the conditions for its achievement;

- Assisting in the formation and development of HEI and educational programs;

- protection of educational institutions from interference in educational activities and their academic freedom from discrimination;

The process of accreditation of educational institutions in the USA can be considered as a system of collective self-adjustment aimed at maintaining the balance between the rights to ensure the academic freedom of the educational institution and its responsibility to the state and society.

In the US, there are 2 different accreditation systems, institutional and specialized. In the specialized (professional) assessment, the purpose and conditions for the achievement of a specific educational program and specialties are accredited. Institutional accreditation is considered if the activity of the educational institution is fully evaluated. Institutional accreditation standards (indicators) constitute the main content of evaluating the effective activity of universities in accordance with their mission. Quantitative indicators (number of professors, library resources, level of educational and technical support of laboratories, financial support, etc.) were initially used to evaluate the activity of educational institutions in the USA. As a result, in the first decade of the 20th century, higher education institutions in the USA were regulated. Later, the standards were severely criticized by the administration of higher education institutions, and it was shown that the results of such numerical evaluations lead to the standardization of education. Regional accreditation agencies of higher education institutions abandoned quantitative evaluation (institutional accreditation), and the term "Standard" was replaced by the term "criteria", and thus expert evaluation of the educational institution's activity (special way) was established.

Each of the 6 regional accrediting agencies in the United States has developed its own criteria, based on which each criterion is brought to the attention of universities. These criteria can generally include:

- integrity of the university;

- purpose, planning and effectiveness;

- management and administration system;

- educational programs;

- composition of professors-teachers and serving staff;

- library fund, computer databases and other sources of information;

- creation of other conditions for providing services and education to students;

- material resources, buildings and devices;

- financing;

Accreditation of an educational institution confirms and substantiates the following:

- having a clear, well-founded goal of the educational institution;

- the resources to achieve the goal are sufficient and based;

- development of prospects for achieving the goal in the future.

Currently, before specialized accreditation, the university is required to undergo institutional accreditation.

In specialized accreditation, the main focus is on the content of the educational process:

- level of fundamental knowledge;

- level of knowledge in special subjects;

- practical skills;

- design skills;

- level of computer use.

Some deficiencies in the institutional accreditation process can be compensated for by achievements in other areas, but specialized accreditation assesses the degree to which the educational program meets the requirements. Accreditation of educational programs (specialization) is carried out only when HEIs meet all other criteria.

Specialized accreditation is mainly based on:

- the accreditation agency determines the criteria and procedure for decision-making on accreditation results with the help of an expert commission;

- the activities of the educational institution and the educational program are studied on the basis of self-examination and evaluation;

- the expert group analyzes the materials of self-examination and assessment, prepares a conclusion and presents it to the agency and higher education institition;

- Higher education institution expresses its attitude to the conclusion of experts;

- the commission of the agency issues a decision on approval or denial of the accreditation of this educational institution on the basis of self-examination and evaluation data, expert opinion and HEI's response to the conclusion.

The main functions of specialized accreditation include:

- helping applicants to choose a university;

- to assist the state authorities in issuing a decision on the support of this higer education institution;

- to assist private enterprises and organizations in drawing conclusions about spending their funds on this higher education institution.

Accreditation Board for Engineering and Technology (ABET) is a well-known organization that accredits educational programs in the field of engineering and technology in the USA. This organization consists of a federation of 28 professional engineering and technical societies. AVET has accredited more than 1,500 engineering and about 700 technological higher education programs. Currently, educational programs of about 70 HEIs of Germany, the Netherlands, Turkey, Singapore, Mexico and other countries are recognized by AVET as being compatible with the American analogue.

The main criteria set by AVET for the quality of technical and technological training are as follows:

- knowledge and understanding of modern scientific-technical, social and political problems;

- ability to use natural-scientific, mathematical and engineering knowledge in practice;

- to be able to apply learned methods and acquired skills in engineering practice;

- abilities to formulate and solve engineering problems;

- abilities to design processes or systems in accordance with defined tasks;

- the ability to plan and conduct experiments, record data and interpret, justify;

- the ability to work in a team on interdisciplinary topics;

- the ability to interact effectively in a team;

- professional and ethical responsibility;

- deep and broad knowledge, sufficient understanding of the social consequences of engineering solutions;

- to be able to understand the need to work on oneself regularly and study constantly.

South Korea.

There are 359 higher education institutions in Korea, where about 3.3 million students study. 222 of these higher educational institutions are four-year colleges, 180 are private educational institutions. 85 percent of all existing higher educational institutions are private educational institutions. 78% of students in universities and 96% in vocational schools study in private educational institutions. 23% of the total costs of universities are financed by the state. Like other developed countries, higher education in Korea is conducted at two levels (undergraduate and graduate).

Undergraduate programs are designed for 4 years and consist of at least 130 credit units. The first two years of the curriculum consist of general academic subjects, and the last two years of specialized subjects. A semester consists of 16 weeks. Bachelors are mainly prepared in universities and colleges based on a 4-year curriculum.

The master's degree includes a two-year study program and consists of 24 credit units. Graduates of the bachelor's degree are admitted to the master's program on the basis of an interview, examination and selection.

Doctoral programs are supervised by the Ministry of Education and run two years full-time with a minimum of 36 credit units. For undergraduates, it has 60 credit units and consists of 4 years of scientific and research activity. Doctoral students are required to be fluent in at least 2 foreign languages.

1. Quality control and accreditation in the Korean higher education system is carried out by the Ministry of Education, Science and Technology. The ministry also authorizes the establishment of educational institutions and faculties and sets admission quotas.
2. Institutional accreditation within universities is carried out by the Korea Council for University Education (KSIE). To date, 201 universities have been accredited by this council (KSIE).
3. Based on the analysis of the development trend of foreign higher educational institutions and the international education system as a whole, we emphasize that ensuring the quality of education is the most urgent and important vital issue in the current period, and we make the following conclusions:
4. 1. Education is an important area of social life. It is education that forms the intellectual, cultural and spiritual level of society.
5. 2. Nowadays, the power of any country, level of development, socio-political environment in it is determined by the intellectual potential of this country. The growth of intellectual potential is mainly evaluated by the quality of education.
6. 3. Environmental, socio-political and economic problems and crises arising during globalization and their solutions are formed and developed depending on the quality of education.
7. The more any country pays attention to the quality of education, the more money it spends and the more its results meet the highest international standards, the higher the quality of life in this country.
8. Improving the quality of education is a field without borders. Therefore, today, it is very important and urgent to correctly assess the dynamics of the growth of the quality of education, to clearly define its criteria and to predict the indicators of the future quality of education using Foresight technology [6], planning. is considered

9. One of the main factors of improving the quality of education is the widespread introduction of modern digital and innovative pedagogical technologies [7] into the educational process. However, the widespread use of digital technologies requires foresight research to determine its positive aspects as well as its negative consequences [8].

10. Increasing the quality of education and forming a unified educational system and field in the world are interrelated processes.

11. The problem of the quality of education is an area that does not have a complete solution. At each stage of the development of the state and society, specific new conditions and requirements of the educational system arise, the criteria of the quality of education change, and systematic research is required to solve this issue.

12. Since the quality of education is variable depending on the level of socio-economic growth and development of the state and society, a single, perfect methodology for its determination and preliminary assessment of future indicators has not been developed.

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