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**Mukaddas Djumayozovna Zaripova**
Termez State University
Senior teacher
nargiz_1974@mail.ru

# ASSESSMENT OF THE QUALITY OF EDUCATION IN THE HIGHER EDUCATION SYSTEM

***Abstract***: *The article gives an overview of the theoretical justification of internal and independent monitoring of the quality of education at the university, modern domestic and world practices of quality assessment, monitoring the quality of education of higher educational institutions.*

***Key words***: *monitoring the quality of education, internal monitoring.*

***Language***: *English*

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## Introduction

The education system plays a key role in modern society, since the level of socio-economic development of a country, the success of its national economy, its status in the international arena directly depend on it.

The term “knowledge economy”, introduced by Fritz Mahlup, has recently been used frequently in both scientific and socio-political literature to refer to the current stage of the economic development of society [1]. The appearance of this term is due to the transformation of the Western and domestic economies and societies. A characteristic feature of this type of economy, called the knowledge economy, is that the main factor and driving force of its development is knowledge, the carriers of which are human capital and the information environment in which it operates. The growth and competitiveness of this type of economy is ensured by the continuous generation of new knowledge, its dissemination and use in the form of high-tech products and services [2]. Traditional economic theories, which are based on ideas about the main goal of economic development, which consists in obtaining maximum benefits from limited resources, lose their relevance. Information and knowledge that is unlimited in nature and that can be transmitted and multiplied during use becomes more important for the economy.

## Literature Review

M.B.Chelyshkova equates the concept of the quality of education with qualitative changes in the learning process, which can be defined as an increase in the knowledge, skills and abilities acquired by the student upon completion of a certain stage [3].

The theoretical and methodological basis for solving these problems were the results of research, primarily by foreign authors such as W.Brown [4]. They developed the theoretical foundations of creating diagnostic materials and the classical approach to processing, analyzing and interpreting diagnostic results: the conceptual apparatus of the classical theory of testing, criteria and quality indicators of diagnostic tools, methodological foundations of their design and quality examination. The issues of scaling and comparison of processing data are deeply investigated. Among scientists, A.N.Mayorov [5] and others.

With their participation, the theoretical and methodological foundations of using the classical theory of testing in assessing the results of educational achievements of students were created, which made it possible to objectively evaluate their knowledge, conduct competitive selection in universities, and ultimately create a system of independent assessment of knowledge of graduates educational institutions. The generalization of the experience of the theory and

practice of assessing learning outcomes in general education made it possible to lay the foundations for the development of an analogue of such a system in institutions of higher, secondary and additional professional education, training centers for advanced training and retraining.

**Research methodology**

The methodology of this study is based on the results of previous research by local and foreign researchers on the training system, as well as the Decrees of the President of the Republic of Uzbekistan. At the same time, the study of the peculiarities of the system of cadres training in the developed countries can be a powerful impulse for the successful implementation of the personnel training policy in Uzbekistan. In this regard, the methodological aspect of this study is to substantiate the ways in which the ideas of innovative development in our country are implemented.

**Analysis and Results**

The formation of the knowledge economy and the globalization process affect the structure of the labor market, increasing the dependence of successful employment and effective professional activity of an individual on the accumulated human capital, the level and quality of education plays a crucial role in its formation. In the structure of the labor market, the share of people of intellectual labor for whom professional competence is important is constantly increasing.

In such conditions, there is a need for the transition of higher education from teaching mainly specific knowledge and skills and producing information to the development of creative potential, the formation of self-learning abilities, readiness for learning throughout life. In addition, increased requirements for the effectiveness of the educational system. On the one hand, it should make possible national technological innovations, the introduction of foreign technologies, and the analysis and assessment of global technological trends [7]. On the other hand, a high level of education of the population should create at the national level the prerequisites for the development of "quality-sensitive" demand for high-tech products, which stimulates the development of ever more innovative products and technological processes.

It is important to note that the role of educational institutions in the development of quality training programs in accordance with the changing needs of the labor market is extremely important. Under modern economic conditions, there is growing awareness that the educational services market should strive to control and improve their quality [8].

The quality of education can be considered from the point of view of its consumers: individual students and applicants, their parents, teachers, employers, the ministry, and the whole society (Figure 1).

Consumers pursue various goals and invest different content in the concept of "quality of education". Consider the requirements and control methods for each of them.

The functions of the state in quality control in the field of education are realized through the concept of accreditation. The Federal Service for Supervision in the Field of Education defines accreditation as confirmation of the authorized bodies that the training of specialists in a particular institution of higher education is in accordance with specified quality standards.

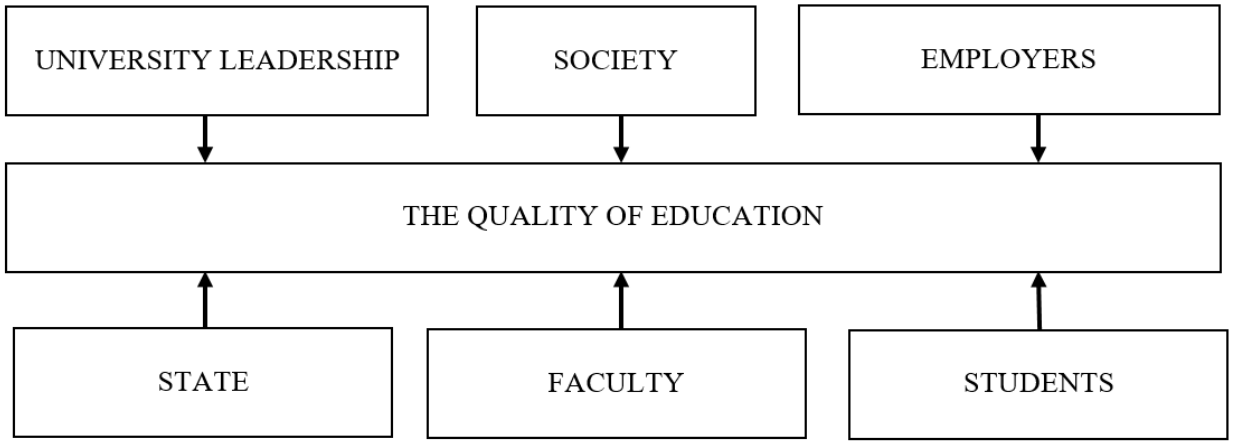


**Figure 1. Consumers of education quality**

Some employers have developed their own professional standards, which establish requirements for the competencies of specialists in a particular subject area. However, at present, such estimates are not formalized. The process is random in nature and the situations that have arisen on the labor market with an excess of economists and at the same time a lack of highly qualified specialists in this field confirm this [11].

The problem of improving the quality of assessment has been the subject of many international studies. So, comparative studies are carried out by the International Association for the Assessment of Educational Achievements IEA and the US Pedagogical Testing Service. International studies help countries evaluate the effectiveness of their own education systems and compare their students' training with international standards. Comparison can be made both by the results of testing students, and by how the content of education planned at the state level is acquired by students in the educational process [9-10].

The society has the following requirements for higher education:

✓ Education should be accessible both financially and territorially;

✓ Graduates of higher educational institutions should increase employment and increase NVP;

✓ professional education should influence the development of civil society, reducing tension in society, etc.

Thus, to assess the quality of education, it is necessary to have the necessary information, to be able to receive and analyze it, to possess modern means of assessing learning outcomes, to forecast goals and compare them with the results achieved.

The analysis of various approaches to the definition of "quality of education" allows us to conclude that there are certain difficulties in describing the results of education and in measuring them. Special characteristics, parameters, indicators and appropriate measuring instruments are needed.

**Conclusions and Suggestions**

In addition, the high complexity of developing tools of this type. In addition to the selection of situational tasks adequate to the problems of future professional activity, it is necessary to ensure the reliability and comparability of the results of pedagogical measurements. This requires the development of a special methodology for evaluating the results of an experiment. However, such assessments will not be deprived of subjectivity, which will lead to the inability to compare the results obtained for different groups of students. These shortcomings make it difficult to use these measurement methods for the final control.

Thus, in this article, assessing the quality of education is a difficult task, requiring the development of models and assessment methods. The measurement tools developed so far do not satisfy the requirements of objectivity. The task of quality assessment is relevant for the Uzbek system of higher education. At this stage, it is important to develop methods for controlling competencies and the transition to quality assessment in use.

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