

HIGHER EDUCATION SERVICES AND THEIR QUALITY ASSURANCE

Ishankulova Farangis Azamovna

PhD student, Samarkand Institute of Economics and Service

Nasriddinova Dildora Shukrullayevna

Master student, Samarkand Institute of Economics and Service

In the conditions of the intensive development of the world economy, the importance of higher education as a strategic area of stable economic and social development of the country and socio-economic development is increasing. Higher education invests in human resources and has become an important factor in the economic, social, and cultural development of any country. Therefore, in all countries of the world, many scientific and research works are being carried out to determine the perspective of the field of education.

Several studies have been carried out by world scientists in this field, and if we look at the research works in the direction of the management of the education sector, and the development of the market of educational services, different approaches can be observed. In particular, in many research works aimed at revealing the essence of educational services, some scientists defined the concept of "Educational services" as an economic category and some as a social concept. For example, A.P. Pankrukhin defined it as a set of complex services directly related to the main purpose of education or the implementation of its mission. M.P. Merzlova defined it as a set of targeted activities aimed at satisfying human needs in the field of education and educational products in material form that support this activity.

A.V. Bolotov considers the concept of "Educational services" as a form of useful work that directly satisfies the need for education of a person, and as a material educational product aimed at independently satisfying his demand for education (textbooks, training programs, manuals, etc.).

T. E. Rivchun in his works considers the concept of "Educational services" as a system of knowledge, information, and skills used to meet the various needs of the individual, society, and the state.

T.V. Danilova puts forward the opinion that "Educational services" are the general result of the educational process and auxiliary processes provided by higher education institutions in the educational market and satisfy the educational needs of the specific consumer.

S.A. Mokhnachev considers the concept of "Educational services" as a process of the formation of labor skills of a person, that is, investment in human capital in the form of gifts.

E.D. Lipkina defines this concept as an economic category that incorporates complex economic relations in the field of education.

Yu.S. Kulikov views this concept as the work of an individual pedagogue or a team of pedagogues focused on the socio-psychological change of the learner's personality.

V.I. Zvonnikov - defines the concept of "Educational services" as the amount of educational and scientific information provided to a person according to a specific program, that is, the sum of general and special knowledge, and practical skills.

The change of knowledge as a result of the use of educational services depends not only on the services of higher education institutions, but also on the existing knowledge of the student, his motivation, diligence, and the level of previous training. Therefore, according to O.V.Saginova, graduates of higher educational institutions cannot be considered as her products. The product of higher education institutions is an educational program that includes a set of educational products and services, which aims to change the level of education or professional training of the consumer and is provided with the appropriate resources of the educational organization.

The final result of the provision of educational services is the acquisition of a diploma, which represents the mastery of the profession or mastery of the knowledge and skills provided for in the educational programs.

This result includes the following main components: acquisition of knowledge, skills, and abilities in a specific specialty; gaining a new social status in society; development of self-technological and psychological organization skills; collecting a personal database on the acquired specialty.

A person's social status or finding a place in society is represented by the ability of a graduate of a higher education institution to become an active person, to occupy a certain place in the social, political, and economic life of society. The self-organization of the graduate is formed in the process of studying the cycle of management and related subjects. This is expressed by the ability to organize one's own work in the future activity, for example, to be able to perform work according to the established mode, to collect, analyze and summarize the necessary information, to be able to use computer programs, to create working conditions and mode. Psychological self-organization is purposefully created by teachers in the process of mastering subjects such as philosophy, economics, law, history, and psychology.

Having analyzed the opinions of scientists about educational services and their results, taking into account the current development processes, we "Higher educational services" we offer the following definition of the concept: it is the services of higher education institutions related to providing them with special knowledge and forming practical skills to satisfy the educational needs of the learner based on investment in human capital.

Higher education is the most important factor of national development both globally and from an individual point of view, and it is the main source of investment in people who will contribute to national development in the future. At the same time, the development of society depends not only on the levels of higher education but also on its quality. Therefore, in researching the higher education system, special attention should be paid to its quality. This task is also set as a priority task in the Concept of the development of the higher education

system of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019.

Ensuring the quality of educational services, including higher education services, creates some difficulties because they are intangible services.

The quality of educational services is the basis of strategic management of any higher education institution and is a factor determining its successful and sustainable growth.

Interest in improving the quality of education, including higher education, has increased somewhat in the last decade.

Taking into account the importance of determining the quality of educational services, we have studied the research works of the following scientists in this field:

The fact that education and training processes can be considered as a service helps to generalize the specific factors and elements of this sector.

A high level of quality should be the main factor in the development of any higher education institution, regardless of its direction. Because the concept of quality is complex and multifaceted, the more educational services of higher education institutions, the more difficult it can be to determine its quality.

Often, the quality of higher education services depends on the environment, the tasks of higher education institutions, and the specific standards of a particular field of education. Research shows that it is impossible to organize the quality of higher education services in advance (Bazargan, 1999). Because it directly depends on the capabilities and skills of pedagogical staff and students, internal resources of the department, and faculty.

Many studies show that teaching is one of the most important factors in both learning development and learning (Bardes and Falcone, 1998; Artiles, 1994). Teaching represents a constantly changing and evolving process. A quality teaching process ensures student success and helps students develop their skills (Fuller and Brown, 1975; Steffy et al., 2000).

Other studies show that the quality of the professors affects the development of student's abilities in the field of study. Students who receive high-quality instruction demonstrate a greater ability to learn.

Thus, the quality of educational services provided by higher education institutions is a complex concept that does not have a single definition. Because one part of this concept is related to the quality of students, teaching staff, and infrastructure elements and the other part is related to the teaching process, implemented projects, the number of students employed in the labor market, etc.

In general, several factors affect the provision of quality education:

- a high-quality organizational culture of the higher education institution;
- special attention to education:
- the existence of a department dealing with the continuous professional development of students;
- the unique experience of teachers in the region and its continuous improvement by higher education institutions, etc.

Useful features of services are objective features that appear when they are consumed, meet the needs of consumers and meet regulatory and legal criteria.

Summarizing the opinions of local scientists about the factors affecting the quality of education, the components of the quality of education from the point of view of consumers and their level of satisfaction can be presented as follows:

1. The quality of the object of using educational services (applicant, student, doctoral student, trainees of preparatory courses, trainees of professional development courses, etc.)

2. The quality of the entity providing educational services (school, secondary-special educational institution, higher educational institution), including: the quality of educational programs (structure and content); professor - the quality of teaching staff (qualification, level, academic title, training level); the quality of education and training methods (methodology and technology of teaching); the quality of providing services with resources; material and technical base (educational and laboratory rooms, equipment, consumables); information-methodological support (educational literature, manuals, problem sets, models, etc.); the quality of scientific research work.

3. The quality of the process of providing educational services, including: the quality of organization and implementation of educational services (content and form of the educational process, motivational factors); the quality of educational service provision process control; the quality of the result of the process of providing educational services (compliance of the level of knowledge of students and graduates with the state educational standards of specialties).

4. Customer satisfaction level: high level of consumer satisfaction with the quality of educational services (students, employers, etc.); high level of satisfaction of teachers and employees of the educational organization with their work; high level of knowledge of society members.

Thus, the activity of any educational institution is primarily related to the provision of educational services. Taking into account the above definitions given to the concept of "educational services", the concept of "quality of educational services" is a set of characteristics and properties of the educational process that meet the expected and unexpected educational needs of specific consumers of the educational process, such as factors affecting the quality of educational services and the public interest.

In the last ten years, several things have been done in our country to regulate the quality of educational services. According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 515 of July 25, 2017 "On the organization of the activities of the State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan", the activity of the State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan was established in our country. Department of Quality Control of Education was established in all higher education institutions of the republic. The main tasks of this department are to study and analyze the compliance of the knowledge of students of a higher

educational institution with the state educational standards, to monitor the quality of personnel training, and to organize an internal evaluation of the higher educational institution, and to report the results of the internal evaluation, information about the factors affecting the quality of education to the rector of the higher educational institution and It was determined that it is to be submitted to the State Inspectorate.

Having studied the European experience of ensuring the quality of higher education, we witnessed that Finland is a leading country in this regard. In Finland, this task is performed by the Finnish Higher Education Quality Assessment Council, an independent organization working in cooperation with the Ministry of Higher Education and higher education institutions. This council works closely with institutes and organizations responsible for the quality of education. Among these organizations, the European Association for Quality Assurance of Higher Education takes the main place.

The main task of the Finnish Higher Education Quality Assessment Board is to improve audit methods aimed at ensuring transparency in the assessment and monitoring of the quality of the educational process.

The activities of the Education Quality Control Department within the higher educational institutions of our country are different from the activities of organizations that perform this task abroad. Abroad, this organization is more engaged in quality assurance by using the functions of management, i.e., planning the quality of education, organizing the educational process according to quality, establishing incentives for the activities of learners and educators, and controlling the quality of education. In our country, unfortunately, the activity of the Education Quality Control Departments in higher education institutions is practically only the last function - control. Taking into account that control and punishment do not have a positive effect on the quality of education, in addition to the activities of these departments, in cooperation with the departments, we study the market, review and change the plans of the departments for the specialties in demand, train students according to this curriculum, control whether the graduated students meet the requirements, Similarly, in other areas, it would be appropriate if all functions of management were used.

Literatures:

1. A.P. Pankrukhin *Marketing obrazovatel'nykh uslug, Omega-L, 2007.*
2. A.V. Bolotov *Sistema otsenki kachestva rossiyskogo obrazovaniya / V.A. Bolotov , N.F. Efremova // Pedagogical. - 2006. - #1. - S. 22-31. – Bibliogr. : p. 31.*
3. T.E. Rivchun *Model of management and system of professional education: (zarubezhnyy opyt) / T.E. Rivchun // Vestnik Tomskogo gosudarstvennogo universiteta. - 2009. - #328. - S. 135-139.*
4. S.A. Mokhnachev *Upravlenie konkurentospobnostyu vuza na rynke obrazovatel'nykh uslug// www.lib.tsu.ru / mminfo /000063105/307/ image /307-116-120. pdf (Economics. - 2007. - No. 12. - P. 116-120.)*
5. Yu.S.Kulikov *Sistema otsenki kachestva uchebnogo protsesa / Yu.Kulikov , I.Svistunov // Vyssh*

6. V.I. Zvonnikov *Provedenie monitoringa kachestva obrazovaniya: Metodicheskie rekomendatsii* / V.I. Zvonnikov , N.F. Efremova , N.N. Naydenova , M.B. Chelysheva . - M.: Issledovatel'skiy tsentr problem kachestva podgotovki spetsialistov, 2008. - 64 p.

7. E.V.Tkachenko *Upravlenie kachestvom professionalnogo obrazovaniya v usloviyakh sotsialnogo partnership*/ E.V.Tkachenko // *Kachestva professionalnogo obrazovaniya: opyt, problemy, perspektivy: materialy mejregion . Nauch.- Prak . _ Conf . Ch. II / GOU Kripro . - Kemerovo, 2004. - S. 8-13.*

OLIV TA'LIM XIZMATLARI QURILISH INDUSTRIYASINI BARQAROR IQTISODIY RIVOJLANTIRISH OMILI SIFATIDA

Aliev Paraxat Keunimjaevich

Qoraqalpoq davlat universitet, stajor-o'qituvchi

Iqtisodiyotni innovatsion rivojlantirish jarayonida yangi ilmsig'imli va yuqori texnologiyali sanoat tarmoqlari yaratishning zarur shartlaridan biri - inson salohiyatini rivojlantirish va ta'lim sifatini oshirishdir .

Qurilish materiallari sanoatidagi mavjud vaziyat va kelajakda yuzaga kelishi mumkin bo'lgan o'zgarishlar tendensiyasi tahlili shuni ko'rsatadiki, sohada ma'lum yutuqlarga erishilgan, ammo samaradorlikni oshirish uchun katta imkoniyatlar hali amalga oshirilmagan.

O'zbekiston minerallarga boy er osti boyliklari mavjudligi bilan ajralib turadi, unda o'nlab turli xil foydali qazilmalar aniqlangan. Rangli metallar va yoqilg'i-energetika resurslarining boy zaxiralari mavjud. O'zbekistonda marmar, granit, ohak soda va noruda materiallarning boy konlari mavjud bo'lib, ular qurilish materiallari sanoatining xom ashyo salohiyatini shakllantiradi va milliy iqtisodiyotni samarali rivojlantirish uchun asos bo'ladi.

Mavjud prognozlar yuqori xususiyatlarga ega bo'lgan yirik foydali qazilma konlarining mavjudligini ko'rsatadi [7].

Qurilish materiallari sanoati investitsion qurilish majmuasida asosiy o'rinni egallaydi. Qurilish va qurilish materiallari sanoati o'rtasida zamonaviy innovatsion rivojlanish sharoitida ikki tomonlama yo'nalishga ega bo'lgan innovatsion xarakterdagi aloqalar mustahkamlanadi va bu o'rganilayotgan sohaning raqobatbardoshlik darajasiga ta'sir qiladi.

Lekin, ayrim tadqiqotchilar [6] tomonidan olib borilgan tadqiqot ma'lumotlari shuni ko'rsatadiki, sohada quyidagi ayrim kamchiliklar mavjud:

1. Korxonalarining ishlab chiqarish quvvatlaridan past darajada foydalanishi;
2. Korxonalarining irratsional dislokatsiyasi;
3. Ishlab chiqarish texnologik darajasinin pastligi;
4. Xom ashyo potensialidan to'liq foydalanmaslik va tor mahsulot assortimenti;
5. Ishlab chiqarish xarajatlarining yuqori darajasi (ayniqsa energiya xarajatlari);