

MAIN TRENDS IN THE DEVELOPMENT OF MODERN SYSTEMS FOR ASSESSING THE QUALITY OF HIGHER EDUCATION

Rakhimova Umidakhon Abduraimovna

Tashkent State Technical University

Independent researcher, Uzbekistan

umida2709@inbox.uz

Abstract

The current article analyzes major trends of development for higher education system while making strong investigations and assessments on innovative teaching methods. On this way, qualitative analyses were conducted with systematic surveys on students and teachers in order to find out modern evaluation tendencies and diffusion of them with deployment perspectives. Based on empirical findings, study concluded that innovative forms and methods of teaching are present, but to implement the interactive model in the learning process, it is necessary to use directive and innovative methods equally. Last but not the least, received major outcomes and shortcomings of the sector from the databases that makes great opportunity of the further improvements.

Keywords: Higher education, evaluation tendencies, assessment methods, education trends, quality

INTRODUCTION

In the Republic of Uzbekistan, for the years of independence, radical structural reforms of the education system have been implemented, and a well-developed legal framework has been created that includes over 80 regulatory and legislative acts, including the Law on Education and the National Program for Personnel Training. These documents establish the principles of continuing education, including the priority of education, its democratization, humanization, the indissolubility of education and upbringing, the creation of conditions for the formation of a fully developed personality, the identification of gifted youth, and the consistent acquisition of

fundamental and special knowledge at the highest level. The state guarantees free general and secondary specialized, vocational education (Nessipbayeva & Dalayeva, 2013).

The national educational system is an open, dynamic system that makes it possible to make wide use of international and domestic experience, ensuring its continuous updating in the light of existing realities and accumulated potential. The educational process also requires constant improvement, as there is a change in priorities and social values: scientific and technological progress is increasingly recognized as a means of achieving a level of production that best meets the ever-increasing needs of man, the development of the spiritual wealth of the individual. Therefore, the current situation in the training of specialists requires a radical change in the strategy and tactics of training in the university(Sia, 2015).

The main characteristics of a graduate of any educational institution are his competence and mobility. In this connection, the emphasis in the study of academic disciplines is transferred to the process of cognition itself, the effectiveness of which depends entirely on the cognitive activity of the student himself. The success of achieving this goal depends not only on what is learned (the content of training), but also on how it is learned: individually or collectively, in authoritarian or humanistic conditions, with the support of attention, perception, memory or the entire personal potential of a person, with the help of reproductive or active teaching methods(Anderson, Pomfret, & Usseinova, 2004; Medlin, Cave, & Carpentier, 1971).

Considering that management activity in the conditions of dynamically developing needs of the individual, labor market, spheres of economy, society, the state should be innovative, the traditional, seemingly unshakable interpretation of the competence radically changes. Competence is the formed core of knowledge, skills and abilities of fundamental and special "profile" character plus formed creative managerial thinking. This interpretation of professional competencies causes significant changes in approaches to the implementation of the educational process. Formation of the creative professional potential of the graduate of the university requires changes in the structure and content of educational programs, the use of new innovative pedagogical methods and technologies, as well as new criteria for assessing the enrolled students and students(Malyi et al., 2015; Muminov, Gafurov, & Shigabdinov, 2010; Perraton, 2004).

Innovations in educational activities are the use of new knowledge, techniques, approaches, technologies to produce results in the form of educational services that differ in social and market demand. The study of innovative experience shows that most innovations are devoted to the development of technologies.

THEORETICAL BACKGROUND

In different parts of the world, the problems of education are significantly different in scale and content, depending on the level of economic development achieved there, national historical traditions, the level of the sociocultural environment, the type of government, the democracy of society (Aziz, Anuar, Hamid, & Izhar, 2016; Medlin et al., 1971).

Some states solve questions of primary (school) literacy, others improve university education with the aim of further improving the quality of their graduates' professional capabilities and maximizing the share of highly educated people, including through the multi-stage higher education, its continuity, lifelong-ness.

In the modern world, among other indicators, the proportion of graduates of secondary schools who receive higher education also determines the level of development of society. For example, in the United States, Japan, some European countries, this figure is at least 50% (Japan and Belgium set the task of universal higher education).

Therefore, the planning of high education is possible only when a certain level of social and economic development is achieved, with the aim of raising the general intellectual level of the population and the effectiveness of human potential. It seems that because of these arguments, educational coverage in our Republic is adequate to modern tasks and the stage of reforms (Djanibekov & others, 2008).

The changes in the world of education that are taking place in the world are also manifested in the signs of globalization, integration and internationalization. Some consider this the natural course of development of human society, others - a means of ideological invasion of the strong, the worst form of manifestation of market philosophy, monopolization, etc. In particular, the essence of the Bologna Process, its advantages and disadvantages, is still being discussed in the world educational community. It is known that, in accordance with the recommendations adopted in connection with this recommendation, the priority tasks of the formation of the European space of higher education are:

- Ensuring the comparability of national higher education systems through the organization of two consecutive levels of training with comparable terms and content;
- Introduction of the credit system (credits);
- provision of the quality of education;
- extension of mobility of students and teachers;
- Assistance in the employment of students and increasing the competitiveness of European education;

At subsequent meetings of representatives of the participants of the Bologna Process, there were other clarifications and additions.

In Uzbekistan, there are also periodic opinions about the adoption of certain principles of this agreement, although, without speculating about the need to join this transnational agreement, as is done in some CIS countries.

METHODOLOGY

In order to improve the quality of education in all countries, it is necessary for the State to administer education and finance. Currently, most of the state budget is allocated for the upbringing of the younger generation. Annual spending on education in Uzbekistan is 10-12 percent of GDP, which is almost double the corresponding UNESCO recommendations on the amount of investment in this sphere necessary to ensure sustainable development of the country.

- System changes, transformations that naturally raise the need to update national education system, since the main factor in the development of society is the quality of intellectual resources, and a keyrole in modernizing the education system, improving the quality of education is played by qualified, capable of solving strategic tasks, frames.
- The results ensuring a highlevel of quality are academic knowledge, social and other competencies, plus social experience acquired by the student in the course of mastering the educational program of a higher education institution.
- At the state level, the quality of education today is the correspondence of the results achieved by students to social requirements and norms adopted in educational doctrine.
- Quality of education is the balanced correspondence of education (as a result, as a process, as an educational system) to established needs, goals, requirements, norms (standards). Reveals in such terms as (Figure 1):

At the state level, improving the management of the quality of education is one of the most important areas for reforming the system of education of the Republic of Uzbekistan. Forecasting the development of the education system and making decisions on its improvement cannot be carried out without due support on the regularly collected and objectively presented information about the functioning of the education system. Therefore, at the state level, the Center for Development of Higher and Secondary Special, Vocational Education under the Ministry of the Republic of Uzbekistan and it monitors the quality of education.

Figure 1. Elements of qualitative education system



Main trends in the development of modern systems for assessing the quality of higher education

Considering study of social monitoring carried out by the staff of the Center for Development of Higher and Secondary Special, Vocational Education in 2016, the results of which will help in identifying an opinion on continuing education in the Republic of Uzbekistan in order to determine the potential for its further development. For the conduct of social monitoring, 11 institutions of higher education from different regions of the country were selected(Corsi &

Akhunov, 2000; Luong, 2002). In each higher educational institution, 50 respondents- undergraduate and graduate students, 15 teachers and 10 senior officials were interviewed.

EMPIRICAL RESULTS

Students' assessment of the importance of learning outcomes in a university

Table 1. Students' assessment of the importance of learning outcomes in a university. Case of students

Possible answer	Average Arithmetic assessment					Possible answer
	1	2	3	4	5	
Rather, it is important to get a high-paying profession	3,73					Rather, it is important to get a profession that is interesting, appropriate to the abilities
Rather it is important to get a diploma with high marks	3,59					Rather, you need to learn only what is interesting or necessary in further study (work)
Rather, it is important to acquire the ability to master new knowledge that will help you adapt quickly to the workplace	3,04					Rather, it is important to obtain practical skills that can be immediately used in the work
It is more important to graduate from a prestigious educational institution	2,71					Rather, it is important to get a diploma, the prestige of an institution does not matter
Rather, it is important to obtain a high level of knowledge	2,25					Rather, it is important to get a diploma

Table 2. If you find it difficult to find work on the specialty you are currently receiving, what do you most likely want to do?

No	Variants of answers	%
1.	Increase the level of training in this specialty	49,3
2.	You are sure that you will not encounter difficulties in finding work on the specialty	30,4
3.	To retrain, to get another professional education of the same level	6,1
4.	To retrain, to receive a working profession that is in demand	4,4
5.	Wait until there is a variant of work that suits you in this specialty	4,2
6.	Find any job not in the specialty that does not require additional training	3,4
7.	You are not going to look for a job in this specialty	2,1
8.	Other	0,1

Table 3. What are the main reasons why you are going to enter the master?

No	Variants of answers	%
1.	I want to get higher education	59,3
2.	I plan to be engaged in scientific activity, I consider as a step to reception of a	55,0

	degree of the doctor of sciences	
3.	I plan to change the direction of preparation and get a new specialty	22,4
4.	I think that the baccalaureate is an incomplete higher education, I'm afraid of the future denunciation of employers	16,5
5.	Parents / relatives / friends advise	8,3
6.	Many friends and classmates enter the magistracy	6,3
7.	I enter the magistracy to move to another city and gain a foothold there	4,8
8.	I like to study, I do not want to work	3,7
9.	I want to become a leader; high salary in the future	3,5
10.	The employer directs	3,3
11.	I do not want to serve in the army	0,9
12.	Dormitory provided	0,9

According to teachers we have can see improvements of educational facilities while they mentioned as following:

- Does your basic higher education correspond to the discipline taught (disciplines)?
- Corresponds to (94.4), related basic education (2.1), does not correspond, but has passed retraining courses for teaching the corresponding discipline (1.4), does not correspond (2.1).
- What immediately preceded your teaching activities?
- Postgraduate study, doctoral studies (39.7), study at the university (36, 2), master's degree (13.5), work on the specialty obtained in college (5.4), independent competition / institute of senior research associates (5.1).
- Highlight a few characteristics that in your opinion are the most important for a good teacher.

Table 4. Survey over educational teaching objectives

No	Variants of answers	%
1.	Erudition, knowledge, modernity of material	61,8
2.	Objectivity of knowledge assessment	47,9
3.	Creation of own educational programs, methodological materials, teaching aids	47,2
4.	Scientific work, publications	43,8
5.	Ability to explain well	40,3
6.	Calm nature, balance	36,1
7.	Desire to teach, willingness to answer questions	27,1
8.	Contact, ability to communicate, persuade	24,3
9.	Practical experience outside the field of teaching	18,8
10.	Orientation of training for preparation for final control	7,6
11.	Loyalty, ability to enter the position of a student	4,9
12.	Other	1,4

Table 5. Predictions on the future of the education

№	Variants of answers	%
1.	Take a higher teaching position	54,8
2.	To receive a scientific degree, a rank	52,6
3.	To raise qualification without interruption from work	26,7
4.	Occupy (higher) administrative position	13,3
5.	Go to work abroad	8,1
6.	Go to work in a more prestigious educational institution	6,7
7.	None of the above	5,2
8.	Go to non-teaching work	4,4
9.	Stop working (retire, do household chores)	4,4
10.	Move to work in another city within Uzbekistan	1,5
11.	Go to work in a less prestigious educational institution with a less rigid schedule / less training load	0,7
12.	Change your profession (get an education in another specialty)	0,7

The majority of respondents participated in various forms of educational seminars while improving adult education: 62.3 in seminars, 34% in training courses, 68.9 - were students of refresher courses, and 15.1 - were retraining courses.

For heads of higher educational institutions

1. Does your institution cooperate with other educational scientific industrial and other organizations to improve the quality of education?

The dominant majority (94.2%) of representatives of management personnel who took part in the study noted that their school implements cooperation with other organizations to improve the quality of education, 5.2% indicated that it does not implement, but it is planned to conclude agreements with some organizations, 0.6% - no, does not and does not plan.

Higher educational institutions interact with educational institutions of a different level (63.9%), with institutions of additional education (21.7%), with scientific organizations (59%), with organizations of medical and sports and sports profile (21.7%), with organizations in which future graduates can work (52.4%).

2. Which of the following forms and directions of international cooperation in the field of educational activities is implemented by your institution?

According to the leaders participating in the study, the development and implementation of joint educational programs (62.8%) and international academic exchange (61.6%) prevail among the forms and directions of international cooperation implemented by their higher educational institutions. In addition, Uzbekistan's universities invite foreign teachers to read training courses (34.8%).

3. What do you think about the criteria for certification of higher education institutions and their rating (assessment of the activities of universities) that exist now?

The answers were distributed as follows: these criteria are quite enough (67.9%), the list of criteria should be expanded (23.8%), the list of criteria should be completely changed (4.8%), I do not know anything about it (2.4%) and other (1.2%).

4. What criteria would you suggest for attestation of educational institutions of higher education and their rating?

Management personnel suggested the following criteria:

Qualification based on the materials of the specialty, assessment of the knowledge of the specialty, introduction of a system of incentives for universities with the best results.

Also, video of one lesson, knowledge of the students in the specialty, introduction of electronic training systems were mentioned as one of the major points of survey. In this questionnaire, aspects such as achievements, dictation, composition, the quality of educational, methodical, and research activities published textbooks and manuals, quantities and the quality of scientific publications were considered too.

Including foreign ones, the number of graduates employed by specialty, the availability of a research laboratory in the university, the availability of scientific schools, international links of the university, the assessment of graduates' knowledge of employers, practical examinations of students in the specialty were conducted as whole.

Last but not the least, sociological surveys among graduates, parents, taking into account the work with parents, it is necessary to analyze the living learning process and also scientific research, less formalism, fewer papers, consider the number of teachers who were the grants of foreign projects in the field of education (Medlin et al., 1971).

Table 6. Highlight a few characteristics that in your opinion are the most important for a good teacher.

No	Variants of answers	%
1.	Erudition, knowledge, modernity of material, curricula	73,0
2.	Objectivity of knowledge assessment	49,7
3.	Creation of own educational programs, methodological materials, teaching aids	47,8
4.	Scientific work, publications	39,0
5.	Ability to explain well	39,0
6.	Calm nature, balance	34,6
7.	Desire to teach, willingness to answer questions	32,7

8.	Contact, ability to communicate, persuade	30,8
9.	Practical experience outside the field of teaching	15,1
10.	Orientation of training for preparation for final control	7,5
11.	Loyalty, ability to enter the position of a student	6,3
12.	Other	1,3

Educational authorities to make management decisions to improve the quality and improve the education system, for example, the introduction and use of the following procedures, can use the results of the conducted sociological monitoring:

1. Quality policy and procedures. Educational institutions should develop policies and related procedures to ensure the quality and standards of their programs and certificates, and to realize the importance of quality assurance procedures in their work. To achieve this goal, educational institutions must develop and implement a quality improvement strategy. At the same time, students are seen as the main participants in this process.
2. Approval, monitoring and periodic revision of programs and certification. Universities should develop formal mechanisms for approval, periodic review and monitoring of programs and their certification.
3. Evaluation of students. Students should be evaluated on the basis of consistently applied published criteria, regulations and procedures.
4. Quality assurance of teaching staff. Educational institutions should develop methods and criteria for assessing the competence of teachers. These criteria should be available to organizations that perform external evaluation and are commented on in their reports.
5. Material and technical support of the educational process and support of students. Educational institutions should ensure that the resources available to support and educate students are adequate and relevant for each proposed program.
6. Information system. Educational institutions should ensure the collection, analysis and use of important information to effectively manage the quality of the educational process.

The active application of these and other procedures and regulations is of great importance for the further successful modernization of the education system of the Republic of Uzbekistan.

CONCLUSION

It can be concluded that innovative forms and methods of teaching are present, but to implement the interactive model in the learning process, it is necessary to use directive and innovative methods equally. The ongoing integration processes in the world economic and educational community form a new competitive environment of higher education, which is

characterized by increased requirements for the process of quality management of the educational process and the services provided. Due to these realities the need to meet the conditions of a market economy and the development of the world market of educational services means the importance of innovative development of the whole system of higher education, which ensures an adequate level of its competitiveness. The need for reforming the domestic economy, the policy taken by the government of our country to innovate in economic development, required significant changes in the development of the education system.

The national educational system is an open, dynamic system that makes it possible to make wide use of international and domestic experience, ensuring its continuous updating in the light of existing realities and accumulated potential. The educational process also requires constant improvement, as there is a change in priorities and social values: scientific and technological progress is increasingly recognized as a means of achieving a level of production that best meets the ever-increasing needs of man, the development of the spiritual wealth of the individual. Therefore, the current situation in the training of specialists requires a radical change in the strategy and tactics of training in the higher educational processes.

REFERENCES

- Anderson, K. H., Pomfret, R., & Usseinova, N. (2004). Education in Central Asia during the transition to a market economy. *The Challenges of Education in Central Asia*. Information Age Publishers: Greenwich, CT, 131–152.
- Aziz, N. S., Anuar, N. A. M., Hamid, A. H. A., & Izhar, F. S. (2016). Attributes that affect the level of visitors' satisfaction and loyalty towards food festival: A case study of Asia Food Festival in Penang. *Heritage, Culture and Society: Research Agenda and Best Practices in the Hospitality and Tourism Industry*, 405.
- Corsi, C., & Akhunov, A. (2000). Issues of creation of a technologies commercialization system in the Republic of Uzbekistan. *Innovation and Market Globalization: The Position of SME's*, 31, 35.
- Djanibekov, N., & others. (2008). A micro-economic analysis of farm restructuring in the Khorezm region, Uzbekistan. *Zentrum für Entwicklungsforschung*.
- Luong, P. J. (2002). *Institutional change and political continuity in Post-Soviet Central Asia: power, perceptions, and pacts*. Cambridge University Press.
- Malyi, V., Timanyuk, I., Rogulia, O., Мальный, В. В., Тиманюк, И., Рогуля, О., & Малий, В. В. (2015). *Science and Education Studies*. Retrieved from <http://dspace.nuph.edu.ua/handle/123456789/8463>
- Medlin, W. K., Cave, W. M., & Carpentier, F. (1971). *Education and Development in Central Asia: A Case Study on Social Change in Uzbekistan*; 38 Tab. Brill Archive.
- Muminov, A., Gafurov, U., & Shigabdinov, R. (2010). Islamic education in Soviet and post-Soviet Uzbekistan. *Islamic Education in the Soviet Union and Its Successor States*, 378–422.
- Nessipbayeva, O., & Dalayeva, T. (2013). Developmental perspectives of higher education in the post-Soviet countries (for the cases of Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan). *Procedia-Social and Behavioral Sciences*, 89, 391–396.
- Perraton, H. (2004). *Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan; ICT Use in Education. Meta-Survey on Effective Use of ICT*.

Fayziev R.R, Karamyan M.Kh., Rakhimov B.Kh., Rakhimova U.A. Scientific basis for monitoring the implementation of the system of continuous education of the Republic of Uzbekistan. - T: "Barkamol fayz media", 2016, 512 p.

Gorbashko E.A, Doctor of Economic Sciences, prof. Evolution and modern trends in ensuring the quality of education in Russia. Electronic journal. Economy of quality. № 1 (2), 2013.

Sia, E. (2015). Intercultural competence teaching in transnational higher education: a case review of an international branch campus in Uzbekistan. Taylor & Francis. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/02607476.2015.1011899>