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THE MODERN CONTEXT OF EDUCATION QUALITY MANAGEMENT IN THE HIGHER EDUCATION SYSTEM IN UZBEKISTAN

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Abstract: In recent years, as a result of the implemented reforms in the education system, including higher education, there is observed that the non-government and private sector, as well as many foreign higher education institutions and their branches, have entered the higher education system of Uzbekistan. In this respect, due to the increased rivalry between state and non-state higher educational institutions and the functioning of market laws in the system, it is very important to assess its impact on education quality management.

Keywords: higher education, management, quality, system, economy, student, institution, dynamics, regions.

In our country over the last few years, fundamental reforms have been implemented and extensive renovations, initiatives on modernization of the social and economic field as well as radical re-establishment of state management have been started. The process of their full implementation has created a great need for talented and ambitious, competent, and competitive professionals who are patriotic, can make independent decisions, and take responsibility for social development. This need has been nudged to start fundamental reforms in the education sector of society.¹

The changes that took place in the educational system, including higher education as a result of the reforms ensure great historical importance from the socio-political, legal, economic, and spiritual points of view. The implemented reforms made great positive changes not only in our country but also increased the level of the reputation of our country in the international arena. In this regard, several governing legal documents have been adopted.

In recent years, the entry of the non-state and private sectors, as well as many foreign higher education institutions and their branches into the higher education system has shown its positive assurance. On the one hand, it benefits expanding the coverage of higher education, and on the other hand, it ensures constructive competition between state and non-state educational institutions, as well as the laws of the market, begin to work in the system. The result is very important, as every higher educational institution strives to prepare qualified, competent personnel. Consequently, the creation of a competitive professional becomes the main goal of every higher education institution, the result will be as high as expected. This means that the reforms in education are being carried out with deep thought.²

At the same time, the world experience shows that in the development of the higher education system, the quality of education depends on the number of students, that is, the higher the reputation of higher education, the more funds are circulated in this area, the income is earned, and in this way, the quality of education is ensured. Even in foreign countries, the number of students is much larger, as we can see this in

¹ F.U. Jumanova, Reforms implemented in the educational system of New Uzbekistan, "Science and Education" Scientific Journal May 2021 / Volume 2 Special Issue 1, p. 68

² www.yuz.uz/news/oliy-talim-islohotlari-muammolar-echimlar-yutuqlar

the example of Russia: 2019, there was a slight increase in thousand people, from 4161.7 (2018) to 4203.8 thousand people (2019), until 2022, the number of students is significant at the level of almost 12% (in 2020, 4535.2 thousand people 4161.7(2018)), in following years the rate of admission to higher education institutions is expected to increase - 4875.2 from 4161.7 thousand people, which is 17% of the number of students³ in 2018. In 2016, the number of students per 10,000 people in Russia was 46. By 2018, this figure had dropped to 40. During this period, the highest figures were for Australia (79-72), and the Republic of Korea (63-61), and the lowest figures were for the Republic of South Africa (19-20).⁴

According to statistics, if the world education market is estimated at 1.5 trillion dollars, the global demand for higher education is 97 million places, and the international demand is 1.8 million places. According to forecasts of the Transnational Education Corporation, the demand for international education will increase rapidly to 262 million places by 2025.⁵

In this regard, it should be noted that the increasing number of students in higher education around the world is a natural process that contributes to the regressive economic development of countries. In the global market, the effective solution to the problems related to the formation of a competitive and qualified labor force comes to the forefront.

Education is the main factor in increasing the competitiveness of the country. In any developed country, the per capita income of Gross domestic product (GDP) and labor productivity of workers in economic sectors are closely related to the level of knowledge and education. There is a correlation between growth in the number of university students per 10,000 people in foreign countries and Gross domestic product (GDP) per capita.

Thus, from 1990 to 2010, the increase in the number of university students in many countries had a large impact on the growth of the gross domestic product. For example, in Canada in the analyzed period, the number of university students increased by 3.6 times, and the gross domestic product increased by 93.2 percent. In Great Britain, there was a 3.5-fold increase in the number of students, along with a 2.1-fold increase in the gross domestic product (GDP). In the Netherlands, a 3.3-fold increase in the number of students led to a 2.3-fold increase in GDP.⁶

As we mentioned above, in recent years, the number of non-government and private higher educational institutions and branches of foreign higher education institutions has been increasing in the higher education system of our republic. On the one hand, if the coverage of higher education expands, and on the other hand, it ensures positive competition between public and non-government educational

³ Bezhanova E.Kh., Shkhagoshev R.V., Shetov A.A., Analysis and assessment of the influence of various factors on the dynamics of the number of students in Russian universities, journal "State and municipal management. Scientific Notes. 2019. No. 4, p.93

⁴ www.infotables.ru/statistika/74-demografiya-v-stranakh-mira/826-chislennost-studentov

⁵ Hazelcore, E. Globalization and the Race for Reputation / E. Hazelcore // Imperatives of Internationalization. - M., 2013. pp. 276-316

⁶ A.R. Kuznetsova, V.A. Yagafarova, Education as a key factor in increasing the country's competitiveness, Higher Education Today, 2013, p.3

institutions, the laws of the market begin to work in the system, as each higher educational institution strives to prepare qualitative personnel. As a result, creating a competitive product becomes the main goal of every higher education institution, the result will be as high as expected.

In this concern, over the last few years, great changes are taking place in the field of higher education in Uzbekistan, and its dynamics are increasing. We can also prove this from the table below. Analyzing the data in Table 1, it can be observed that the number of higher education institutions, the number of students, and the number of professors have increased dramatically over the past 5 years.

If in the 2011-2012 academic year, the number of higher education institutions in Uzbekistan was 65, in the 2016-2017 academic year, it increased to 70.⁷, and in the 2021-2022 academic year, this figure was 154⁸, that is, it increased by 89 compared to the 2011-2012 academic year.

Table 1

The Dynamics of Higher Education of the Republic of Uzbekistan within 2011-2022, %

No	Indicators	2011-2012	2016-2017*	2021-2022*	%
1.	Number of higher educational institutions	65	70	154	2,4
2.	Number of students in higher education, thousand people	253,000	268,300	808,439	3,2
3.	number of faculty staff/ thousand people	16765	18521	37364	2,3

In the same period, the number of students studying in the higher education system increased from 253,000 to 808,400 and this indicator increased by 3.1 times. In addition, it can be observed that the number of professors and teachers employed in higher education increased by 2.3 times during the analyzed period. In the period under review, in 2011 the number of students was 9 per 10,000 people in our republic, in 2022 this indicator increased by 23. Although such a situation can be evaluated as positive, it is clear that the educational fund and the number of professors and teachers have not grown proportionately to this indicator, which causes certain problems in ensuring the quality of education and its management.

It can be stated, that such a positive dynamics of indicators in the field of higher education is connected with large-scale reforms carried out in our country in all areas, including higher education. Increasing the number of higher education institutions, the number of students, and the number of professors is the transition of this sector to the basis of a full market system, and the imbalance between these indicators requires the improvement of the principles of educational quality management.

⁷ State Statistics Committee of the Republic of Uzbekistan, Annual Statistical Collection of the Republic of Uzbekistan 2011-2020, p.86

⁸ State Statistics Committee of the Republic of Uzbekistan, Socio-Economic Situation of the Republic of Uzbekistan, January-December 2021. p.463

Analysis of the dynamics of higher education organizations by region shows that there are significant increases in this regard. The data in Table 2 shows⁹ that the dynamics of the organization of higher education institutions are different region by region, and certain differences can be seen in the table.¹⁰

In the last 10 years, the high dynamics of establishment of higher education institutions in the regions can be observed in Surkhandarya 7 times, Khorezm 6 times, Republic of Karakalpakistan 5, and respectively 4 in Tashkent region.

Table 2

Dynamics of higher education organizations by regions of the Republic of Uzbekistan within 2011-2022, in total

№	Regions	2011-2012	2016-2017	2021-2022	%
1	Republic of Karakalpakistan	2	2	10	5
	Regions:				
2	Andijan	4	4	8	2
3	Bukhara	2	2	6	3
4	Jizzakh	3	3	4	1,3
5	Kashkadarya	2	2	6	3
6	Navoi	2	2	2	1,0
7	Namangan	3	3	3	1,0
8	Samarkand	6	6	14	2,3
9	Surkhandarya	1	1	7	7
10	Syrdarya	1	1	2	2
11	Tashkent	2	2	8	4
12	Fergana	3	3	11	3,7
13	Khorezm	1	1	6	6
14	Tashkent city	33	39	67	2,0

However, in this regard, it can be observed that the number of higher education institutions has not increased in Navoi (1.0), Namangan (1.0), and Jizzakh (1.3) regions, and such a circumstance can be connected with the demographic situation in these regions.

In Figure 1 below, we can see the regional trend of the establishment of higher education institutions. Based on this trend, on average, more than 20 higher education institutions were established between the 2011-2022 academic years, it can be seen that this process has accelerated especially in recent years.

⁹ State Statistics Committee of the Republic of Uzbekistan, Annual Statistical Collection of the Republic of Uzbekistan 2011-2020, p.87

¹⁰ State Statistics Committee of the Republic of Uzbekistan, Socio-Economic Situation of the Republic of Uzbekistan, January-December 2021. p.463

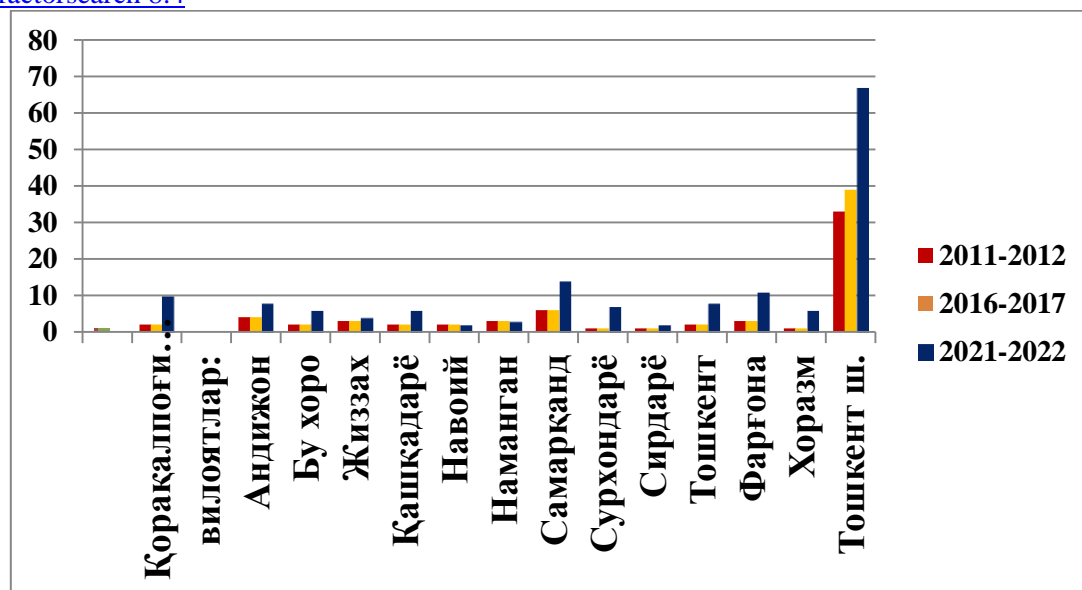


Figure 1. The Dynamics of Educational Organizations in 2011-2022.

So, in the 2011-2022 academic years, by region, the highest trend was observed in Surkhandarya, Khorezm, Republic of Karakalpakstan, and Tashkent regions. The lowest dynamics refer to Navoi, Namangan, and Jizzakh regions.

The number of students is the most important indicator in improving the quality management principles of higher education. The result of the analysis of the number of students in higher education in our republic shows (in Table 3), the number of students by region.¹¹

Table 3
The number of students in higher education of the Republic of Uzbekistan in 2011-2022, in total

№	Regions	2011-2012	2016-2017	2021-2022	%
1	Republic of Karakalpakstan	8900	17500	46585	5,2
	Regions:				
2	Andijan	9800	17600	47651	4,7
3	Bukhara	9200	14000	43959	4,8
4	Jizzakh	8400	10900	29955	3,6
5	Kashkadarya	11400	14300	44222	3,9
6	Navoi	8600	8800	21710	2,6
7	Namangan	11000	11500	41829	3,8
8	Samarkand	22200	26900	70772	3,2
9	Surkhandarya	6400	7400	39909	6,3
10	Syrdarya	3800	3900	16764	4,5
11	Tashkent	10400	7300	42828	4,1
12	Fergana	17600	18300	62332	3,5
13	Khorezm	8100	9100	28741	3,6
14	Tashkent city	103200	100800	271182	2,6

¹¹ State Statistics Committee of the Republic of Uzbekistan, Annual Statistical Collection of the Republic of Uzbekistan 2011-2020, p.87

By Reviewing the data in Table 3 above¹², increasing the number of students was observed in all regions. According to these indicators, the highest rate belongs to the Surkhandarya (6.3), Bukhara (4.8), Tashkent (4.5), Syrdarya (4.1) regions, and the Republic of Karakalpakstan (5.2). The lowest indicators belong to the Navoi region (2.6) and Tashkent city (2.6).

The results of the analysis of the dynamics of the number of students (in Figure 2) show that, despite the low growth rate, 1/3 number of the students come to the city of Tashkent

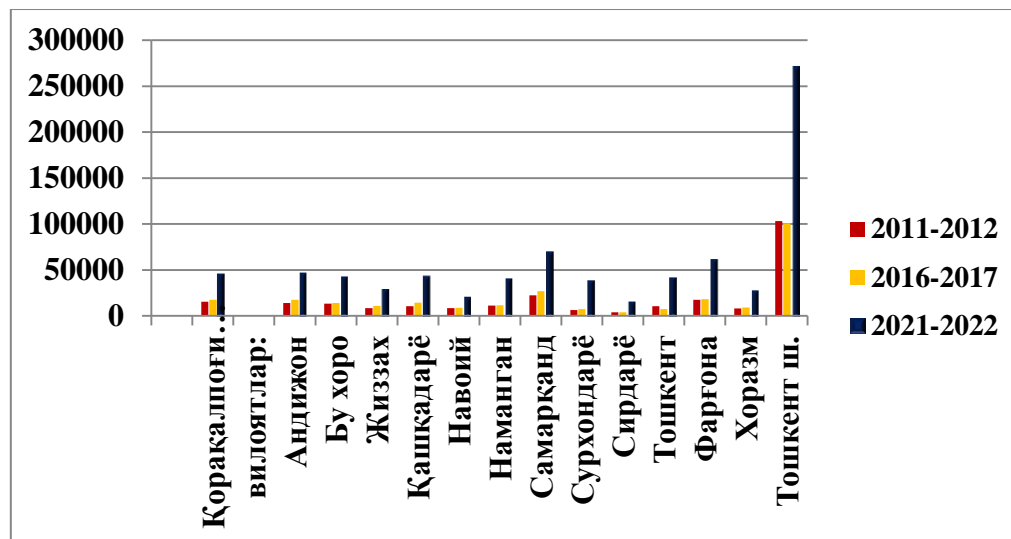


Figure 2. The dynamics of the number of students in higher education of the Republic of Uzbekistan in 2011-2022, %

The fact that the rate of 1/3 of the number of students corresponds to the city of Tashkent creates certain opportunities in the management of the quality of education. Increasing the number of students, due to the abandonment of public management, expands the possibility of wide application of market mechanisms in this area, including the application of quality management principles.

Very sharp increases were also observed in the dynamics of the number of faculty professors and teachers, which is one of the main indicators of the quality of higher education. The analysis of the data in Table 4 shows that there are certain changes in the dynamics of the number of faculty professors and teachers by region in 2011-2022.¹³ On this detail, the largest increase in the analysis period was observed in Navoi (6.0), Khorezm (5.5), Surkhandarya (5.0), and Syrdarya (5.0) regions. The lowest rate was observed in Tashkent city (2.5), Andijan (4.2), and Jizzakh (4.2) regions. The average indicator for the republic was higher than 4.0 times.¹⁴

Table 4.

¹² State Statistics Committee of the Republic of Uzbekistan, Socio-Economic Situation of the Republic of Uzbekistan, January-December 2021. p.465

¹³ State Statistics Committee of the Republic of Uzbekistan, Annual Statistical Collection of the Republic of Uzbekistan 2011-2020, p.88

¹⁴ State Statistics Committee of the Republic of Uzbekistan, Socio-Economic Situation of the Republic of Uzbekistan, January-December 2021. p.466

The number of faculty professor-teachers in the higher educational institutions of the Republic of Uzbekistan in 2011-2022.

№	Regions	2011-2012	2016-2017	2021-2022	%
1	Republic of Karakalpakistan	462	641	2051	4,4
	Regions				
2	Andijan	563	782	2350	4,2
3	Bukhara	457	591	2022	4,4
4	Jizzakh	324	468	1374	4,2
5	Kashkadarya	386	438	1797	4,7
6	Navoi	121	231	738	6,0
7	Namangan	526	761	2306	4,4
8	Samarkand	874	1121	3849	4,4
9	Surkhandarya	298	423	1503	5,0
10	Syrdarya	112	227	551	5,0
11	Tashkent	339	525	1655	4,9
12	Fergana	498	521	2388	4,8
13	Khorezm	242	496	1328	5,5
14	Tashkent city	5368	7564	13452	2,5

On this point, that is, in the dynamics of the number of faculty professors and teachers, a positive tendency has been maintained, which allows for improving the principles of education quality management.

At the same time, starting from the 2017/2018 academic year, the number of students per teacher is set at 1:12.5, which indicates that there are certain problems in ensuring the quality of education.¹⁵

According to the data in Figure 3, the largest number of faculty professors and teachers was observed in the city of Tashkent, while a sharp increase was observed in other regions, but the city of Tashkent dominates. In other regions, on this matter, the number of professors and teachers is not sufficient. For example, in the Republic of Karakalpakistan, there are 18.6 students for each professor-teacher, in Tashkent, this indicator shows 20 students.

¹⁵ https://www.norma.uz/novoe_v_zakonodatelstve/ustanovleno_sootnoshenie_chislennosti_studentov_na_odnogo_prepodavatelnya

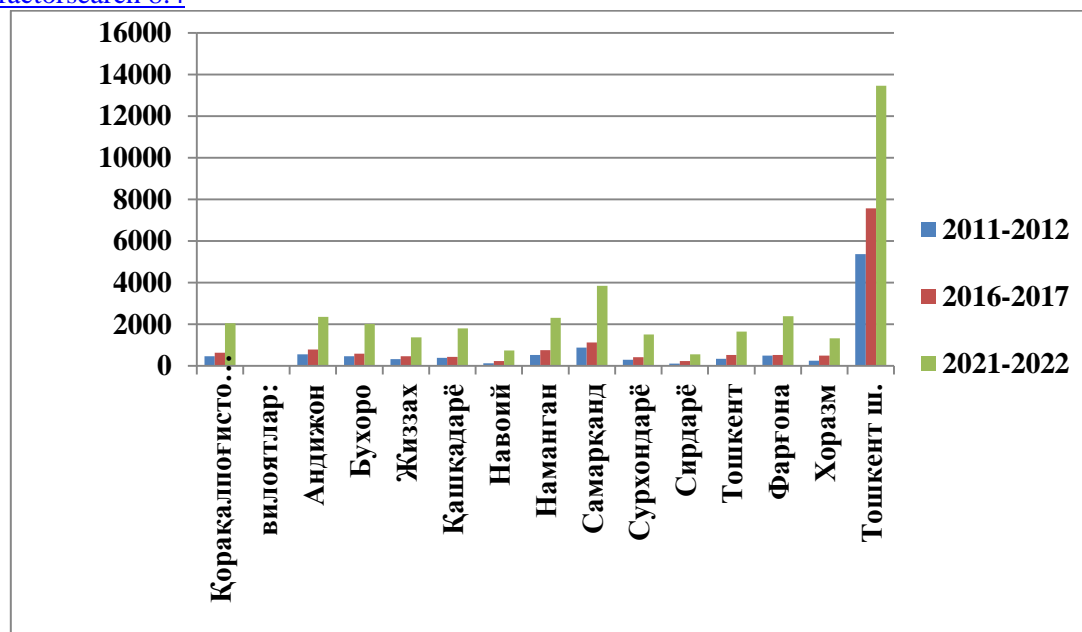


Figure 3. In 2011-2022 the percentage (%) of faculty professor-teachers in higher educational institutions of the Republic of Uzbekistan

This rate does not fail to show its negative impact on the quality of education, although the average in developed countries contains 1:5 (Stanford University), 1:6.¹⁶ This, in turn, does not allow us to widely apply the principles of education quality management in our country as well as to increase the quality of education.

CONCLUSION

1. It should be noted that in higher education around the world, the growth in the number of students is the main factor in increasing competitiveness, which greatly contributes to the regressive economic development of the countries. In any developed country, gross domestic product (GDP) per capita and labor productivity of workers in economic sectors are closely related to the level of knowledge and education.

2. Today in Uzbekistan, it can be observed that in the last 5 years, great positive changes are taking place in the dynamics of the development of higher education, the number of higher education institutions, the number of students, and the number of faculty professors and teachers have sharply increased. This matter creates certain imbalances in the management of the quality of education. Such proportions consist of differences between the number of students, audience funds, and the scientific proficiency of professors and teachers.

3. In this case, it is necessary to widely apply the advanced experience of developed countries in the processes of educational quality management, and extensively spread over the principles of the market economy in managing the quality of education in our country.

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