INCREASING THE EFFICIENCY OF HIGHER EDUCATION INSTITUTION EDUCATION USING AN IMPROVED MODEL OF QUALITY MANAGEMENT

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Abstract— The article focuses on the problems of improving the quality management of teaching in the higher education system. One of the main such problems is the lack of a systematic approach to quality management in higher education, in particular, insufficient use of effective support in the organization of this process. The methodological basis of the research is the dialectical method, which is also based on the theory of strategic management. In studying the problems of improving the quality of higher education in the Republic of Uzbekistan, the following methods were used: experimental, selective observation, comparison, expert assessment. Based on the need for a systematic and process approach to quality management in higher education in the Republic of Uzbekistan, based on the improved EFQM-model, proposals have been developed to improve the quality of education quality management based on the use of self-assessment method for quality management system (SMT). The theoretical and practical significance of the research is to substantiate the need to organize strategic management based on the application of improved models by ensuring a combination of systematic and process approaches to quality management in higher education.

Index Terms— management, USA, Personnel management, Japan, innovation, system, staff.

1 INTRODUCTION

IN the developed countries of the world, the demand for the training of competitive personnel with higher education is growing in terms of quantity and quality. The intensification of the competitive environment, the effectiveness of research and acquisition of new knowledge, the radical improvement of the quality of training, the rapid introduction of advanced innovations, the transformation of modern knowledge into a key factor of economic growth are the most important tasks of all developed and developing countries. As part of the reforms implemented in the field of higher education in the Republic of Uzbekistan during the years of independence, special attention was paid to the training of qualified, competitive personnel, in particular, training in regional higher education institutions (HEIs). At the same time, there are still problems to be solved in the field of higher education, such as employment of graduates, improving the quality of higher education, improving the quality of education management, improving the strategic management of higher education through the use of modern support. are important issues..

2 LITERATURE REVIEW

Improving the effectiveness of higher education quality education management is of great importance today [1,2]. The economic efficiency of education is a concept that reflects the importance of education in the growth of national income. The total amount of financial expenditures on education is understood as the ratio of the share of national income growth due to the increase in the level of knowledge and skills of workers in the production of material goods [3]. In practice, the effect of the external environment on efficiency has not been studied. Therefore, Sh.N. Zaynutdinov and AOOchilova consider it expedient to measure the results obtained in the assessment of management efficiency (external and internal environment of the institution) with the necessary (not specified in the project) benefits [4]. Because it is possible to assess the strength of relationships in the design of the organizational structure. In this case, the sustainability management system means ensuring the continuity of communication activities. Through this indicator, it is possible to think about the effectiveness of a quality or management system. In practice, research has also been conducted to reveal the essence of the categories of efficiency and effectiveness. The results of the analysis of research conducted on performance appraisal show that most of the changes in this area have been made in relation to management systems, branding, business processes and marketing. In his article, AIKovalev describes efficiency as the "level of policy implementation and achievement of quality goals, including the level of satisfaction of consumer needs and prospects through the implementation of planned activities and the achievement of planned results" [5]. Other authors have studied the specifics of marketing effectiveness management in industrial enterprises and the choice of form of business environment. Based on the choice of the form of the business environment, recommendations for improving the management of

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marketing effectiveness in industrial enterprises using a balanced system of indicators have been developed [6].

The EFQM Excellence Model, a business improvement model developed by the European Foundation for Quality Management, has been around for more than 13 years since the early 1990s and is a generalized model of an ideal management system for organizations focused on sustainable development and competitiveness. The model is based on a philosophy of overall management quality and production quality, and is based on a systematic approach to management that takes into account the interests of all stakeholders in the organization. Since 1992, based on the EFQM model, competitions on management systems of various organizations have been held in many European countries [8,9]. The use of the EFQM model involves researching and measuring enterprise management capacity, evaluating the system performance of any organization, including model management, which can help in the implementation of so-called "self-assessment" work. However, in any competition, including the main European EFQM European Award, self-esteem is often overlooked. Competitive assessment is taken outwardly, while "self-assessment" is essentially an independent study of the enterprise management system by their managers. When the improvement model was presented in Europe as a European quality award model, it immediately went beyond the best "quality" competition, and these organizations began to be perceived as a tool to assess their level of development relative to benchmarks, identify strengths of management systems and identify areas for improvement. [10].

In 1997, the European Foundation for Quality Management proposed a simplified EFQM model for small businesses. Most (but not all) representatives of small and medium enterprises believe that simplified criteria make self-assessment more understandable and therefore more accurate. Indeed, it is very difficult for small companies, for example, to evaluate on the "2b" indicator. Policies and strategies are developed based on data from measurement, research, and cognitive as well as creative activity, which is inconvenient for them. However, although the model is evolving and slightly modified, skills to work with it have also been developed, new opportunities have emerged for its use, and many organizations have realized that this tool can be effective in improving business through benchmarking and experience sharing based on best management practices. In 1999, a significant revision of the model was made and the word "business" was removed from its name (until 1999, the model was called the "EFQM Business Excellence Model"). This is primarily due to the fact that many NGOs have also seen the EFQM model as a tool for improvement and have used it successfully to improve management quality.

For example, one of the reasons that encouraged educational institutions in the UK to adopt modern approaches to management, including the EFQM model, was the passage of the Education Reform Act in 1988, which reduced budgets for education and encouraged schools, colleges and universities to make financial freedom and management decisions. gave independence.

3 RESEARCH METHODOLOGY

The research methodology is a method of dialectics, and in the research process such methods as experimental, selective observation, comparison, expert evaluation were used

4 ANALYSIS AND RESULTS

When considering the main stages of the formation of the management mechanism, it should be borne in mind that an important element in the selection of effective supports will be indicators that allow to determine the effectiveness of a particular support within the relevant organization. How well the control levers are selected and used will depend on their level of effectiveness. As a result, the specific characteristics and distinguishing features of the organization will be an integral part of the effectiveness of management support.

All of the above aspects affect the key stages of an organizational management mechanism based on the formation of HEI management supports.

Nowadays, the competitive environment is developing very fast, in such an environment, it is important for the organization to choose the most effective management support.

The main features of the organization's management support are:

- the object of management is the organization itself, which is directed to the management time on the basis of management support;

- subject of management - a manager who directly makes management decisions, thereby influencing the object, ie the organization with the help of management support;

- time - is a measure of the intermediate space affected by the management handle of the organization belonging to the subject of management. In this case, the beginning and end of this process must be determined;

- scale - determines the quantitative characteristics of the size of the control object, which is focused on the effect of control. For example, store, department, whole organization, etc .;

- the purpose of management - the planned result of activity of the organization for a certain period of time;

- resource intensity - the ability of the organization to use and effectively use the material, financial, human and other resources of the organization with the help of management;

- level of innovation - the level of implementation of innovations using management tools aimed at solving radically new production tasks.

When developing a management mechanism based on the formation of management support, these support should be clearly defined and the effectiveness of their use may vary and depend on factors that characterize the external environment of the organization.

Before embarking on the formation of the management mechanism of the organization, it is necessary to determine the database on which this support will be formed. The database should include information about the organization: mission statement, strategic goals, development objectives; management system of the organization, its organizational structure, business processes in it; internal and external environment of the organization; resources of the organization.

Having this type of information will help you understand the organization's performance and development challenges, so you can determine which areas need to be addressed through management support to solve problems and manage the organization successfully and effectively in the future.

As a business expands, so does the management system, and it becomes difficult to understand exactly which products, processes, and divisions will affect business performance. In this regard, it is necessary to systematize management support in terms of approaches to the enterprise management system - they should be divided into process-oriented and task-oriented.

The task-oriented approach assumes the assignment of a number of tasks to a specific element, describes the area of responsibility, and forms the criteria for successful and unsuccessful performance [11]. Criteria for evaluating the horizontal relationship between the structural units and the vertical "boss-subordinate" system are determined.

It is known from practice that the horizontal connection is weak, the vertical connection has a strong character. The essence of the process approach is that each employee participates directly in it and puts into practice a specific work process. Responsibilities, limits of responsibility, and performance criteria for each employee are defined and applied only to a specific task or process. Practice again shows that the horizontal connection between the structural units is much stronger, the vertical "boss-subordinate" system is weakened. Of course, the effective application of a process-oriented management system and the ability to operate with healthy competition in a rapidly evolving market can bring significant results.

Process-oriented model processes are implemented in a number of similar large-flow economy entities, the application of which will increase management efficiency in enterprises. In enterprises where each contract or agreement is unique and business processes are constantly changing according to individual order, process-oriented management not only benefits but also significantly complicates the workflow.

In the course of the research, based on the process-oriented management approach in higher education, an improved EFQM model was selected as one of the modern tools for quality management of educational processes and self-assessment method was applied in practice.

The object of research was the National University of Uzbekistan. This university is one of the leading educational institutions in the country. At this university, the method of self-assessment in the introduction of quality management system (SMT) for universities on the basis of the improved EFQM-model, developed by us, was applied in 2019. This activity includes several stages, the main stages of which are listed in Table 1.

In the first phase of this process, the following preparatory work was carried out: the Quality Council was established; the Regulation on self-assessment of university activities was developed; an action plan for the implementation of SMT at the university was developed; a working group was formed to conduct a self-assessment, consisting of heads of various levels and departments of the university, competent specialists (external experts) working in the relevant departments; the materials we provided were taken as a basis in selecting the model and methods of self-assessment; the identification of those responsible for conducting the self-assessment in accordance with the various criteria was carried out, and the persons responsible for each criterion and sub-criteria were identified; In order to learn about the procedure and methods of self-assessment of group members and university staff, we organized seminars and trainings.

Table 1
Stages of self-assessment of university activities

Stage	Stage content
1. Initial stage (preparation for self-assessment)	* Making a decision on self-assessment, appointing a person responsible for its implementation at the university. Communicate this information to university staff * Create a working group for self-assessment * Selection of self-assessment model and methods * Identify those responsible for conducting the self-assessment according to various criteria * Organize training for group members on self-assessment methods.
2. The main stage (direct self-assessment))	* Data collection and analysis based on selected model criteria * Preparation, review and approval of the final report by the university administration
3. Final stage (decision-making based on the results of self-assessment and its implementation)	* Review of the results of self-assessment in the Academic Council of the University * Identify the most important priorities for improving performance; * Develop an action plan to improve priorities • Monitoring the implementation of the developed action plan.

Source: Author's development.

In the second - main stage of the event, a self-assessment was conducted in order to study the activities of all departments and structures of the university. On the basis of the analysis of the activities of higher education institutions operating in the country, we have developed an improved EFQM-model, which corresponds to it and can be applied in all higher education institutions of the country. The model is based on the Belgian-Dutch model for improving the quality of higher education and is based

on the European Foundation for Quality Management (EFQM) model [12].

Heads of different levels and departments of the university, competent specialists (external experts) working in the relevant departments, as well as faculty and highly qualified staff of departments were involved.

It is advisable to involve different groups of university staff as well as external experts in the self-assessment process, as it allows taking into account and adapting the views of different parties and significantly increases self-assessment, interaction, staff engagement and confidence in the results obtained.

At the same time, the main criteria for the formation of a working group involved in self-assessment are the powers of group members on the issues under consideration (assessed criteria and their components) and awareness of the real state of affairs at the university on the assessed problem. However, different criteria and even components of different criteria can be evaluated by different members of the working group. Each criterion and each of its components can be evaluated independently by several experts, after which the procedure for coordinating the self-assessment of this criterion or component is carried out. Once a self-assessment working group has been established, the responsibilities of team members need to be clearly defined - who and what criteria and components will be assessed, as opinions of different experts are agreed upon and how to use self-assessment results is an important issue. It may be necessary to change or increase the composition of the working group during the work process. If more than one expert evaluates one criterion or one component independently, then the selection of these experts should be done with special care to ensure that the sample of opinions is representative and that the issue under consideration is widely considered throughout the university. Often a very limited number of university staff (e.g., rector (director), vice-rector (deputy director), department heads) are familiar with some aspects of the survey, so the main role in self-assessment falls on these employees. In our research, we have focused on such important aspects in the formation of working groups in the implementation of the university self-assessment process and formed a corresponding working group.

Members of the self-assessment working group carefully read the description of the "levels of excellence" scales of the various component criteria presented in the questionnaire forms. They assessed the extent to which, in their view, certain components of the model criteria were located on a certain scale. Assessment was done individually, mainly in groups. In the third - final stage of the event, the analysis of the results obtained and the development of measures based on the results of the main directions to further improve the level of excellence of the university and the results of the university. The results of the scores evaluated by the experts were processed and the results obtained were summarized.

The results of the analysis show that as a number of activities were carried out at this university, the criteria of its "Opportunity" and "Results" groups had approximately equal overall scores: 350 and 325 points, respectively. Based on the values of "levels of excellence" of the model criteria using the RADAR method, the initial state of SMT at the university and directions for its improvement were identified.

5 Conclusions and recommendations

In our opinion, the strategic priorities of the university development are:

- improving the quality and expanding the range of educational services;
- transition to innovative development;
- diversification of funding sources;
- development of material and technical base;
- Improving university management.

In addition, in accordance with our proposals, the priorities of the university's policy in the field of improving the quality of educational activities were identified, which are:

- formation of a quality management system for educational activities on the basis of legal requirements and universally recognized standards;
- Development of human resource potential of the university;
- Introduction of a quality monitoring system for training specialists using modern information technologies;
- Development of a scientific environment aimed at creative self-awareness of the individual with the need for responsibility, civic consciousness and lifelong learning;
- Continuous improvement of the educational process, taking into account the needs and desires of students, employers, university staff, society and the state;
- Improving the competitiveness of the university in the regional, national and international markets of educational services;
- Strengthening the material and technical base of the university.

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