

**INNOVATIVE METHODS FOR IMPROVING THE QUALITY OF EDUCATIONAL
SERVICES IN HIGHER EDUCATION INSTITUTIONS**

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Abstract

The article examines modern strategic approaches to improving the quality of the educational process in higher education institutions, focused on the integration of science and education, adaptation to the challenges of globalization and digitalization. The need to develop long-term, flexible and comprehensive strategies that take into account internal and external factors in the development of educational organizations is substantiated.

Keywords

Quality Of Education, Higher Education, Strategic Approach, Modernization, Integration Of Science And Education, Competitiveness, Educational Services, Management Strategies, Digitalization, Educational Policy.

I. INTRODUCTION

In modern conditions, the modernization of higher education is acquiring the status of one of the central aspects of global development. Each state strives to take a position in the world system that would reflect its level of socio-economic development and internal potential. These parameters determine the specificity and global nature of modernization processes. The national modernization strategy should be based on national development priorities, take into account existing competitive advantages, and also rely on the state of the scientific and educational base, the real sector of the economy and human capital.

Large-scale reforms aimed at transforming the higher education system, improving the quality of the educational process and training highly qualified specialists are being implemented in the Republic of Uzbekistan. As part of these reforms, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan for the Period up to 2030 was approved, and a number of related regulatory and legal acts were adopted.

II. LITERATURE REVIEW

The following scholars have considered modern methods of improving the quality of educational services in higher educational institutions in their research: Altbach P.G., Reisberg L., Rumbley L.E. [1], Marginson S. [2], Aliyev Sh.M. [6], Burdenko E.V. [7], Varzhina N.V. [8].

III. RESEARCH METHODOLOGY

We used methods of logical analysis and synthesis, economic, logical, scientific abstraction, comparative analysis, monographic research, study in dynamics, data grouping, induction and deduction, statistical methods in the research.

IV. ANALYSIS AND RESULTS

The system of higher education is oriented towards the future, exerting a decisive influence on the formation of personal characteristics of both individuals and social groups. Through the transmission of knowledge, skills and abilities, the development of ideological attitudes and behavioral guidelines, it forms the intellectual, spiritual and moral potential of society. Higher professional education is a dynamic sphere that actively responds to changes in the external environment, adapts to new social demands and, at the same time, exerts a significant influence on the formation of these demands. This understanding of the role of higher education

emphasizes its priority significance as a key factor in the sustainable development of both individual states and global civilization as a whole.

The experience of developed countries shows that educational reforms have been most successful in cases where they have been implemented with active interaction between effective state authorities and civil society. It should be taken into account that the interests of the state and society in the sphere of higher professional education do not always coincide with the corporate interests of the educational system itself. In this regard, issues of modernization and development of higher education should not be limited exclusively to the professional community or departmental management, but require broad public dialogue and intersectoral interaction.

The processes of modernization of higher education should be based on taking into account regional specifics, local conditions and accumulated experience in the development of the educational sphere, which presupposes the need to create new, adaptive models for organizing higher education.

The goal of modernizing the higher education system is to form a sustainable and flexible development mechanism capable of adequately responding to the challenges of the 21st century, as well as satisfying the socio-economic needs of the state and society in the context of a rapidly changing global reality.

To achieve the stated goal, it is necessary to implement a set of priority tasks aimed at sustainable development and improving the quality of the higher education system:

1. Providing the state with guaranteed access to full-fledged education presupposes the fulfillment of the constitutional obligation to ensure equal opportunities to obtain quality education regardless of social status, place of residence and other factors. As G. Becker emphasizes within the framework of the theory of human capital, investments in education are a fundamental condition for economic growth and social mobility.

2. The formation of effective organizational, economic and regulatory instruments for resource management in the educational system contributes to the rationalization of financing, increased management efficiency and increased autonomy of universities. International experience demonstrates the effectiveness of mixed financing models that combine government appropriations, grants, extra-budgetary sources and public-private partnership mechanisms.

3. The development and implementation of a strategy for improving the quality of educational services is a central element of educational policy. The strategy should be based on the principles of evidence-based practice, the introduction of modern educational technologies, digitalization of education, international accreditation of programs and focus on the needs of the labor market. The World Bank report emphasizes that the key factor in the success of education reforms is improving the quality of teaching and ensuring effective monitoring of academic achievements.

4. Raising the social status of education workers is a necessary condition for attracting and retaining qualified personnel in the industry. Research shows a direct relationship between the level of professional motivation of teachers and the quality of the educational process. State policy should include measures to increase salaries, create conditions for professional growth and expand academic freedoms.

5. The development of an open state-public model of education , which assumes the active participation of all stakeholders in the management of the educational process, strengthens the legitimacy of decisions taken and increases their compliance with real needs. Such an approach is consistent with the principles of the Bologna Process, which proclaim transparency, democracy and accountability in the field of higher education.

Thus, one of the key tasks of modernization of higher professional education is the development and implementation of an effective strategy for improving the quality of

educational services . It ensures the systemic transformation of all levels and components of educational activities, promotes the integration of the national educational system into the international educational space, and also responds to the challenges of the global digital economy and knowledge society.

Improving the quality of the educational process in higher education institutions requires the development and implementation of advanced approaches based on modern requirements. The following are the main areas for the formation of strategic approaches:

1. Modernization of educational content
 - Adaptation to labor market requirements: Revising curricula in areas such as modern professional skills, digital literacy, innovative thinking.
 - Competency-oriented curricula: Emphasis on the formation of practical skills rather than theoretical knowledge.
2. Developing the potential of professors and teachers
 - Continuous professional development: Advanced training for teachers, international exchange of experience, training in pedagogical and digital technologies.
 - Support for scientific and research activities: Creating conditions for teachers to write scientific articles, participate in grant projects.
3. Integration of digital technologies
 - E-learning platforms: Improving the quality of distance learning through the use of platforms such as Moodle, Coursera, Google Classroom.
 - Artificial intelligence and analytical systems: Monitoring student activity, implementing a personalized approach.
4. Student-centered approach
 - Active teaching methods: Using methods such as project-based learning, case study, debate, and problem-solving.
 - Academic freedom: Giving students the opportunity to choose a subject and independently form a set of courses.
5. Improving the education quality assessment system
 - Internal and external monitoring: Cooperation with independent evaluation agencies, assessment based on student opinions.
 - Rating systems: Creating a competitive environment by determining the ratings of higher education institutions.
6. Developing international cooperation
 - Double degree programs: Creating joint programs with foreign universities.
 - Academic mobility: Expanding the opportunities for students and teachers to study and gain experience abroad.
7. Creating an innovative infrastructure
 - Science centers and startup incubators: Infrastructures that serve to commercialize the scientific research of students and teachers.
 - Laboratories and technoparks: Strengthening the technical base aimed at developing applied education.

In the context of achieving the set goals, scientific research aimed at assessing the level of knowledge and competencies of graduates of higher education institutions, their compliance with the requirements of the modern labor market, increasing their competitiveness, as well as developing organizational and economic mechanisms for the formation of competitive advantages of graduates in the context of an innovative economy, is of particular importance.

In modern conditions, each state must develop its own trajectory of modernization development, adapted to national characteristics. For the successful implementation of the

modernization strategy, it is necessary to solve a set of priority tasks aimed at the systemic transformation of all spheres of public life.

Firstly, modernization presupposes the formation of an effective and functional state institution capable of ensuring the rule of law, protecting the rights and freedoms of citizens, as well as prompt and effective response to socio-economic challenges.

Secondly, it is necessary to abandon the raw materials economy model and move to an innovative, diversified and competitive economic system focused on sustainable growth and improving the well-being of the population.

Thirdly, it is necessary to create a favorable socio-cultural environment that promotes the formation and development of the individual as a free, intellectually developed and responsible member of society.

Fourthly, the most important condition for modernization is ensuring high quality education, healthcare and scientific research, which together serve as the basis for the formation and effective use of human capital as a key resource for sustainable development.

The strategy for improving the quality of educational services is a comprehensive, long-term program of systemic measures aimed at a comprehensive study of the patterns of functioning of the educational sphere, the formulation of goals and objectives, as well as taking into account external and internal factors that determine the effectiveness of educational organizations. This strategy covers, on the one hand, the analysis of trends and patterns of education development, the study of external and internal environmental factors, modeling possible development scenarios, the distribution of functional tasks, the development of effective methods, organizational forms and mechanisms that contribute to the achievement of the set goals.

On the other hand, a strategic approach includes consistent, long-term, flexibly adjusted, if necessary, actions of the management level, aimed at implementing the mission of the educational organization, achieving strategic goals and effectively solving problems step by step.

In our opinion, one of the key tasks of modernizing higher professional education should be considered the development and implementation of an effective strategy for improving the quality of educational services, which is a system-forming element of the entire reform agenda.

The strategy for improving the quality of educational services is a comprehensive, long-term program of systemic measures aimed at studying the patterns of development of education, achieving the set goals and objectives, as well as ensuring sustainable and effective activities of the educational organization, taking into account the influence of external and internal factors.

On the one hand, this strategy includes an analysis of the main trends and patterns of development in the educational sphere, an assessment of current external and internal conditions, modeling of possible scenarios, distribution of functional tasks, as well as the development of appropriate methodological and organizational approaches that contribute to the achievement of strategic goals.

On the other hand, the strategy provides for the implementation of active, long-term and, if necessary, adjustable management actions aimed at the consistent fulfillment of the mission of the educational organization, the achievement of target guidelines and the effective solution of problems at various stages of its functioning.

The key components of the development strategy of an educational organization are elements such as the goal, mission, priority areas, strategic guidelines, as well as a step-by-step implementation plan.

In the context of a dynamically changing external environment and increased competition in the educational services market, higher education institutions, striving for adaptation, sustainable development and long-term functioning, should not only regularly monitor their position in the educational market, but also actively use methods of strategic analysis. This involves systematic forecasting of possible directions of transformation of the external environment, modeling of

alternative scenarios of organizational behavior, as well as making management decisions based on the principles of strategic regulation of their activities in the educational and economic spheres.

In our opinion, the integration of science and education contributes to the increased efficiency of scientific research and the rational use of budget funds, the improvement of the quality of the educational process and the training of qualified scientific and technical personnel, as well as the activation of interaction with the business community and the commercialization of the results of applied scientific research. In addition, this process stimulates the involvement of young people in scientific research activities.

The creation and implementation of significant models of integration of science and education contributes to the transition of the education system to a qualitatively new level, which is especially relevant in the context of the development of the domestic educational system. Such models include: the development of integration complexes based on universities; the implementation of educational activities by academic institutes; the financing of large-scale joint scientific projects within the framework of the "university - research institute" model; the creation of centers for collective use, combining the efforts of institutes and universities to solve problems of fundamental science and implement educational programs.

At the same time, universities have the opportunity to apply various strategies for improving the quality of educational services, as well as their combinations. The choice of a specific strategy is determined, as a rule, by the resource potential of the educational institution and its value orientations.

To successfully develop a strategy for improving the quality of education, it is necessary to identify key corporate competencies, including: modeling the current situation based on identifying problematic aspects; determining the necessary changes and formulating goals; choosing the optimal strategy for their implementation; implementing and implementing the chosen strategy; as well as adjusting the strategy taking into account changes in the internal and external environment of the institution's functioning.

Let us consider these competencies in more detail. The first competence assumes the presence of a clearly formulated mission of the university and a clear understanding of the ways to achieve it. The second competence is related to the ability to transform the mission into specific short-term, medium-term and long-term strategic goals, the consistent achievement of which ensures the sustainable functioning of the higher education institution in the long term. The third competence answers the question of choosing the most effective methods and approaches to achieve the set goals, taking into account the current position of the university and available resources. The fourth competence is the implementation of the strategy in practice, and the fifth emphasizes the importance of constant monitoring of the influence of internal and external factors, which allows for timely adjustments to the strategy in the face of uncertainty and a dynamically changing environment.

V. CONCLUSION/RECOMMENDATIONS

Based on the analysis we have made, we have made the following conclusions:

1. Modernization of the higher education system requires the development of comprehensive strategies that take into account national characteristics, economic challenges and labor market requirements.
2. The integration of science and education is a promising tool for improving the quality of educational services, promoting the development of scientific and educational potential and the commercialization of research.

3. An effective strategy for improving the quality of the educational process must be long-term, flexible and focused on continuous monitoring and adjustment in response to changes in the internal and external environment.

4. Corporate competencies, including a clear formulation of the mission, setting goals, choosing optimal methods and their implementation, are key to the successful development of universities in a highly competitive environment.

5. Traditional strategy models require adaptation and integration with innovative approaches focused on digitalization and human capital development.

Based on the analysis conducted, we have proposed appropriate recommendations aimed at further improving the quality of educational services:

1. Develop and implement national programs to support the integration of science and education, including financial incentives for joint scientific and educational projects.

2. Activate interaction between universities and the business community to improve the practical orientation of educational programs and increase the competitiveness of graduates.

3. Introduce modern educational technologies and digital platforms to improve the effectiveness of learning and expand access to quality educational services.

4. Ensure continuous professional development of teachers and motivation of staff through a system of incentives and development of academic freedom.

5. Organize systematic monitoring and strategic analysis of external and internal factors for the timely adaptation of educational strategies and increasing the sustainability of universities in the educational services market.

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