

# STRATEGIES TO IMPROVE THE QUALITY OF HIGHER EDUCATION SYSTEM

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## Abstract

Higher education is an essential component of individual and societal progress. Through higher education, individuals can acquire in-depth knowledge and specialized skills in a variety of disciplines like critical thinking, problem-solving skills, presentation skills, communications skills, teamwork and leadership skills, which are highly valued in the modern job market. Therefore, higher education is essential for personal development, professional success, societal progress, and the advancement of knowledge and innovation. This article discusses about some strategies to improve the quality of higher education system and their impact on economy.

**Keywords:** systematic knowledge, learning environment, resourcefulness of people, professional development programs, research and innovation.

## Introduction

Higher education development of higher education institutions is the inevitable path towards strong scientific research ability of higher education. Having an undergraduate or graduate level degree is invaluable in terms of finding a meaningful and well-paying job and ultimately, increases the chances of success in their chosen fields. At the same time, higher education institutes also ensure the advancement of knowledge and innovation, allowing for greater societal progress and economic development. Currently, under the impact of the strategies of developing world-class universities, and strengthening the core competitiveness of disciplines, higher education institutions in China are faced with immense challenges. Based on the cultivation of core competitiveness, this paper explores the evaluation and development strategies for the core competitiveness of higher education institutions. The results show that: core competitiveness is a comprehensive intangible ability, and improving core competitiveness helps to clarify the direction and enhancing the quality of talent training.

The core competitiveness of China's higher education institutions has continued to improve, as evidenced by the growth in educational resources, educational fund, and scientific results. The core competitiveness of higher education can be evaluated by the following indexes: school-running philosophy, academic production capacity, management model innovation capacity, campus culture construction capacity, human resource management innovation capacity, and training model innovation capacity. The research results lay a theoretical basis for the reform of higher education institutions. In matters concerning quality in higher education, a lot of people wonder about whose opinion should really be taken seriously or is of utmost importance in the decision making processes. An analysis of the positions of various



groups on quality issues the researcher believes could produce a more robust understanding of the phenomenon, thus adding to the available premises upon which conclusions can be drawn. This study is focused on examining the views of one group, the students, who are among the stakeholders in the higher education system. To do this, students' views about quality issues as documented in literature are closely studied. The different opinions/positions identified are classified and highlighted with the intention of calling the attention of administrators and other stakeholders to the importance of feedback from students in decisions involving quality processes in the system. Stakeholders in tertiary institutions Various methods of defining or categorizing ways of thinking about quality in tertiary institutions have evolved in literature. One particular approach that has gained prominence is the stakeholder approach. This approach reflects the views of a variety of stakeholders who, as claimed by Middlehurst (1992), have legitimate authority to voice their perspectives because of their close proximity to the system. Thus stakeholders could be students, parents, administrators, lecturers/instructors, employers of labour, government officials, proprietors and such like. According to Vroeijenstijn (1995), quality is in the eye of the beholder and any definition of quality must take into account the views of various stakeholders. For example, government may consider quality as represented by attrition rates, throughput and pass/fail percentages; the professional may view quality in terms of the intensity of the skills and attributes developed during the period of study; students may consider the concept with reference to their individual development and preparation for a position in society; and academics may define quality as knowledge transfer, good academic training and a good learning environment (Vroeijenstijn, 1995). These contributions show that different groups view the concept of quality from their own perspectives.

Higher education has never been as important to the future of the developing world as it is right now. Today, global wealth is concentrated more on the knowledge, skills, and resourcefulness of people than in factories, land, tools, and machinery. Human capital is now increasingly critical to the world economy.

Systematic knowledge creation has gradually replaced the use of experience in furthering technology. Advances in information technology are spreading information around the world with dazzling speed and more knowledge than ever is in circulation. Utilization of this systematically available knowledge requires a new set of human skills. People need to have higher qualifications and to be capable of having greater intellectual independence. They must be flexible and be able to continue learning well beyond the school and college campus. The new generation demands excellent academic education; well-rounded individuals, who are balanced and responsible citizens who understand and appreciate social, political, economic, technological and environmental complex.

However, it is necessary to maintain the quality of higher education, as compromising quality standards can have significant negative consequences. For instance, employers value graduates from institutions that are known for providing good quality education. This means that students who attend institutions with lower quality standards may find it harder to secure jobs after graduation. Furthermore, graduates from low-quality higher education institutions may lack the necessary skills and knowledge that employers look for, which can further hinder their career prospects. When institutions fail to prioritize quality, they are likely to suffer from a



negative reputation and this can have far-reaching implications both for the students and the institution. Moreover, quality education is not only just about providing basic knowledge and skills, it is also about fostering a culture of research and innovation. By doing so, it can help to drive progress and create a better future for all. So, it is ominously required to not only maintain but also consistently enhance the education quality of higher educational institutions for the betterment of the individual and society as a whole. The following strategies can be considered to improve the quality of higher education:

1. It is important to review and update the curriculum periodically to ensure that it remains up-to-date and meets the current requirements of the industry. To achieve this goal, incorporating interdisciplinary approaches, practical applications, and experiential learning opportunities can be highly beneficial. Practical applications can be incorporated into the curriculum by providing students with opportunities to work on real-world projects or internships. This can help students to understand how to apply the concepts they learn in a practical setting and gain experience that will be valuable in their future careers.
2. To maintain a high level of academic excellence, it is essential to attract and retain highly qualified faculty members. These individuals possess expertise in their respective fields and are instrumental in shaping the academic and research culture of an institution. To attract highly qualified faculty members, an institution can offer competitive salaries and other incentives. Institutions can also provide opportunities for faculty members to engage in research, attend conferences, and participate in professional development programs. Professional development programs are an excellent way to enhance faculty members' teaching skills, research abilities, and pedagogical approaches. By investing in the professional development of its faculty members, an institution can create a culture of continuous learning and improvement.
3. Promoting a culture of research and innovation within an institution is vital to its success. To achieve this goal, it is important to allocate resources for research activities, establish research centers, and encourage faculty and students to engage in research projects. Recognizing and rewarding research excellence is another important aspect of promoting a research culture as it motivates researchers to continue their work and contribute to the advancement of knowledge.
4. Encouraging active learning, problem-solving, and critical thinking in the classroom is essential to help students develop the necessary skills for success in today's world. One effective way to achieve this goal is by utilizing technology and interactive tools to enhance student engagement and facilitate a learner-centered approach.
5. To promote student success, it is required to provide comprehensive support services that address the diverse needs of students. Academic advising, counseling, career guidance, and mentorship are all central components of such support services. By offering these services, students are better equipped to navigate the challenges of higher education and achieve their academic and career goals.
6. Assessment and feedback mechanisms play a key role in measuring student learning outcomes and facilitating continuous improvement. To enhance these mechanisms, educational institutions should implement robust assessment methods that effectively measure student learning outcomes. This includes a range of assessment tools such as formative assessments,



summative assessments, and self-assessments. Formative assessments allow students to receive timely feedback and make adjustments to their learning strategies whereas summative assessments measure the level of learning that has occurred at the end of a unit or course.

7. Fostering collaborations with other educational institutions, industries, and community organizations enhances the practical relevance of education. By establishing partnerships for research, internships, experiential learning, and job placement, students can gain valuable experiences that will prepare them for success in their future careers. By collaborating with other institutions, students can also gain exposure to different perspectives of cultural, social, and learning styles.

8. Investing in infrastructure and resources is also an important aspect of ensuring effective teaching and learning. Adequate classrooms, laboratories, libraries, and technology are needed to support the teaching and learning process. Classrooms should be well equipped, the size of the classroom should be appropriate for the number of students in the class, and it should be easy to access for students with disabilities. Laboratories are important for practical learning and should be equipped with the necessary equipment and materials to facilitate experiments and demonstrations. Libraries are essential resources for students and teachers; so, they should be well-stocked with updated books, journals, and other educational materials.

9. Emphasizing ethical values is a crucial aspect of education in today's world. To foster a sense of ethics and social responsibility among students, it is important to incorporate courses or modules that promote ethical behavior, cultural understanding, and social engagement. One way to achieve this is to integrate lessons on ethics and social responsibility throughout the curriculum. This could include incorporating discussions on the ethical implications of various topics within a subject or dedicating an entire course to the study of ethics and social responsibility. Furthermore, incorporating community service projects into the curriculum can help students to develop a sense of social responsibility and engagement.

10. Stakeholder engagement is another important aspect of any institution's decision-making process. By involving various stakeholders, including students, faculty, employers, alumni, and the local community, in decision-making processes and seeking feedback, the institution can benefit from their different perspectives and insights, which can contribute to its ongoing improvement. For example, if employers are providing feedback that graduates are lacking certain skills, the degree program can be adjusted to better prepare students for the job market.

11. In today's digital age, technology is a crucial tool for enhancing education. By embracing technology and digital learning, teachers and administrators can streamline their processes and provide a more flexible and accessible learning experience for students. Blended learning approaches, which combine online and in-person learning, can also be effective.

12. Quality assurance is a significant element that ensures that the degree program is meeting the needs of all the stakeholders and delivering on its objectives. It is a systematic, structured, and continuous process to maintain and improve the quality of education. In order to implement quality assurance mechanisms, it is important to monitor and evaluate the effectiveness of the various aspects of educational institutions to ensure they meet predetermined quality criteria and objectives.



## Conclusion

Higher education without quality leads to inadequate learning outcomes, limited career opportunities, diminished reputation, a research and innovation gap, wasted resources, inequality, negative societal impact, the absence of academic standards, decreased institutional accountability, and reduced contribution to economic development. It is essential to prioritize quality in higher education to ensure positive outcomes for students, institutions, and society as a whole. We need to open windows into careers, discuss job market trends, provide more opportunities for students to acquire marketable skills and give many more students the opportunity to build up their résumés through internships, research experiences and project-based learning activities, either individually or as part of a team. One strategy might be to offer a career development certificate; another, to encourage faculty to make career identification and preparation a part of their existing classes.

One-and-done requirements transmit a powerful message: that writing, math and oral presentation skills are, for most students, simply box-checking exercises. The alternative is to implant such skills in a far broader range of classes.

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