

UDK 338:378

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**STRATEGIES USED IN THE DEVELOPMENT OF THE QUALITY OF  
EDUCATION OF HIGHER EDUCATION INSTITUTIONS OF DEVELOPED  
COUNTRIES**

*Annotation.* This article will show the ways that several developed countries have overcome in improving the quality of education in higher educational institutions, the strategic measures that the same state has taken on a state scale for the development of education-the proposal of practical work that can be used as a template in our country.

*Keywords.* Higher education, structure of higher education, management, strategy, universities, quality of education, foreign experience.

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**СТРАТЕГИИ РАЗВИТИЯ КАЧЕСТВА ОБРАЗОВАНИЯ ВУЗОВ  
РАЗВИТЫХ СТРАН**

*Аннотация.* В этой статье будут показаны пути, которые преодолели несколько развитых стран в повышении качества образования в высших учебных заведениях, стратегические меры, которые это же государство предприняло в государственном масштабе для развития образования - предложения практической работы, которые могут быть использованы в качестве шаблона в нашей стране.

*Ключевые слова. Высшее образование, структура высшего образования, менеджмент, стратегия, университеты, качество образования, зарубежный опыт*

**Introduction.** In the rise of the social and economic development of the country, the educational system and attention to it are crucial. Today, the use of innovative educational technologies in improving the quality of education, the foundation of modern principles and strategies in the management process leads to an increase in efficiency indicators in this area. A number of regulatory documents developed by our government, including the state program on implementation of the strategy "Uzbekistan — 2030"[1], which is currently in force, in the year "Youth and business support", developed a plan of practical activities for 2024, according to which, expanding coverage with higher education, improving the quality of training of specialists with higher education is confirmed for the 7th purpose. On the basis of this, directions are established to adapt to World educational standards in society through the training of personnel with high scientific potential and ensure high economic growth rates, to raise the level of knowledge of students in higher education through sustainable economic growth. In recent years, advanced experiences of developed foreign countries have been used in the application of modern educational technologies in higher education institutions.

**Thematic literature analysis.** The education system, including the issues of quality education in higher education institutions, has been studied by many foreign scientists. In Particular, the scientific works of Sh.V.Tagirova, Ye.S.Konovalova, A.A.Egorov, M.A.Suxomlinova, Ye.Yu.Shibanova are focused on the management of the educational sphere and the improvement of the information base. In this regard, in the study of economic development and structural changes in the effective management system in higher education in Uzbekistan, the scientific researches of A.O.Ochilov, Sh.Dj.Ergashxodjaeva, J.Xamraqulov, X.U.Umarova, A.Maxmudov, F.U.Nazarova, E.Abdusattorov and others were studied in the scientific investigation.

**Research methodology.** When conducting research on the topic, research methods such as observation, comparison, conversation, questionnaire surveys were used.

**Analysis and results.** In our country, a lot of foreign experience is used in the transition of the higher education system to a digitized system based on modern technologies. In Uzbekistan, post - graduate education is established to last up to 3 years, in 2 different forms, namely as doctoral studies and as an independent researcher.

In this regard, it is advisable to give an example of the experience of the states of the United States, Germany, China, Japan, South Korea and France. In these countries, there is an emphasis on higher education, student empowerment indicators, integration between theory and practice. The improvement of innovative technologies in the course process serves as the main criterion for an increase in the quality of Education, an increase in economic and social efficiency. In these countries, the excellence of the management structure in higher education is an important factor in the maturation of personnel with high scientific potential.

(Table 1).

Name of states	Literacy rate	Form of institution providing higher education	Legal and economic mechanisms supporting higher education	Number of competitors per 1 seat, per person
USA	99 %	College, University	Morilla law	150-170
Germany	90 %	University, Institute, Academy	Federal law on financial aid for study	100-130
China	75 %	University, College and higher vocational school	Beijing Declaration on mutual cooperation in higher education	300-400
Japan	99 %	University and non-university	Education Act	80-120
South Korea	95 %	Upper school, college and University	"Foundation grants" for students	70-80
France	99 %	Higher School	"Savari" law	85-100

**Organizational and economic mechanisms of higher education institutions in developed foreign countries** (author development)

Based on the data in the table, the higher education system in the United States is given impartial state support to the education system based on Morrill law in colleges and universities. According to research conducted in 2019, the literacy rate is 99%, and the competition between applicants who have expressed a desire to study in higher education institutions is high, that is, an average of 150-170 applicants per seat. The period of study in higher education is four years, and a bachelor's degree is awarded in the end. A notable aspect is that separately accredited HEI and faculties award the degree of Doctor of Medicine and law, for which special, enhanced training is required. In the case of Economics, a doctor of Science degree is awarded, requiring scientific research for 3 years or more. In Germany, the stages of education are 4 years, and in pedagogy is 3 years, and additional time is spent for practice, that is 18 months, as well as taking exams. In Germany, higher education institutions are distinguished by a large number of types and Regular updating of the management system. In particular, the system of higher education in Germany covers the system of universities and institutes, special higher educational institutions, higher schools of management and art, academies. This is also implemented in higher education institutions of other countries due to the excellence of the strategy for managing the education system in the state. In this respect, the literacy rate in Germany is 90 percent, and according to the Federal law on financial assistance for Study, economic mechanisms have been developed by the state. The Higher School, on the other hand, is self-governing, with the governing authority governed by a president elected for several years. In the management structure, the tasks are followed according to the step-by-step principle with the participation of several groups, which are clearly distributed. Its component is composed of professors, scientific staff and other staff. In the organizational structure, the process of studying students is freely organized, in which, along with a large number of educational stages, curricula are offered. There is no tuition fee, unless the student or their parents are able to raise food costs, under the

Federal law on financial aid for tuition, they receive financial support. 50% of this support is added to their scholarship, while the rest is provided on loan.

The higher education system of the people's Republic of China includes University, College and higher professional schools, divided into several hierarchical categories in terms of management strategy[2]. Summed up, according to the scores obtained in the school graduation exams, graduates can be nominated for the upper or lower categories of higher education institutions. The admission process to Chinese universities is carried out in conditions of strict competition, and in some universities there are 200-300 people per seat. In China, there is a three – stage standard preparatory stage, as in other Western countries, that is, the duration of undergraduate studies is 4-5 years, the duration of graduate studies is 2-3 years, while doctoral studies are 2-3 years, depending on the fields, sometimes for 4 years there are two stages of education for graduate students, namely postgraduate and doctoral studies. The reason why the literacy rate in the PRC is relatively low, that is, 75 percent, is that some groups of the population still use hieroglyphs.

After higher education in South Korea, it is possible to study for Master's and doctoral studies. The South Korean higher education system is conducted at the undergraduate, graduate and doctoral levels. The duration of study is 4 years in the baccalaureate, students receive a total of 140-150 credit hours of theoretical education. For 2-3 years in the magistracy, they strengthen their knowledge and favor a dissertation at the end. In doctoral studies, however, the duration of study is 3 or 4 years, depending on the areas. At the end of the study, a doctoral dissertation is defended by passing an oral or field-specific exam.

In the Japanese education system[3], higher education management is conducted in the form of a university and a non-university. The system of higher education in this state covers the following four types of educational institutions.



universities  
in full cycle  
and  
accelerated  
cycle

vocational  
colleges

(author development)

### **Draw 1: Types of higher education institutions in Japan**

While the first group includes students studying in a full cycle for 4 years and universities studying in an accelerated cycle for 2 years, the second group takes the form of vocational colleges, and they are trained in a specific profession, with graduates working in the manufacturing or service sector. Technological institutes, on the other hand, are special preparatory schools. The fourth group of institutions of higher education is referred to as schools of education after receiving a diploma and is equated with the type of postgraduate education. In Japan, the non-universities are, in essence, secondary educational institutions, the management structures of which are notable for adapting to a more social orientation than the function of Higher Education. In recent years, although they are considered a full-fledged higher education institution from a legal point of view, in practice they do not correspond to higher schools in terms of training and prestige of their diploma. A system of Education funded under the "Savari"[4] law exists in France, and it is established that higher education will be carried out after obtaining a bachelor's degree of completion of Secondary Education. The literacy rate in this state was 99% in the 2020s, with 80-100 applicants per seat.

**Conclusions and suggestions.** In the process of studying the higher education system, structure and management strategies of developed countries, we came to the conclusion that the South Korean education system is suitable for the educational system, stages of Uzbekistan. In our opinion, in order to further improve quality indicators in higher education today, it is necessary to further improve the system of continuing education, to carry out the perfect integration between theory and practice.

In addition, an increase in the level of use of modern innovative technologies also causes an increase in the level of coverage of qualified and competitive personnel.

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