



PRINCIPLES OF MANAGING THE QUALITY OF HIGHER EDUCATION

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Abstract: This article discusses the principles of organizing education quality management correctly, providing insights and considerations regarding the proper structuring of the education system. It highlights scholarly opinions and describes the application procedures for ensuring a quality-focused education system.

Keywords: Education system, education quality, education management, principles, law.

Introduction

The issue of managing the quality of higher education is a global concern, relevant not only to Uzbekistan but to higher education systems worldwide. In recent years, modern market relations, innovative development, and advanced technologies have significantly impacted the education system. As a result, higher education institutions (HEIs) are required to train highly qualified personnel and improve quality. The growing demand for competent professionals in the labor market calls for the implementation of education quality management mechanisms based on information technologies within HEIs.

Universities are striving to enhance education quality by effectively using their resources, monitoring educational processes, and ensuring a unified system of licensing, certification, and state accreditation based on quality standards. They are also reforming their governance structures to respond promptly to changes in internal and external environments and to meet the needs of staff and students.

To foster a generation with deep knowledge and technological skills capable of applying these in practice, Uzbekistan's higher education system must progress to a new stage.

The increasing involvement of the private sector, foreign institutions, and their branches in the higher education landscape is a positive development. On one hand, this has expanded access; on the other hand, it has created healthy competition between state and non-state educational institutions, which typically results in improved quality. Crucially, this process requires correct management of education quality — understanding its theoretical significance and applying it in practice.

Literature Review

The quality of education is an integral attribute of the education system, reflecting the alignment of educational resources, processes, and outcomes with normative, social, and individual requirements.

Education management theory is deeply rooted in human civilization. From ancient times, it has been evident that states, militaries, and societies could not develop without effective management systems, which fundamentally relied on organized education.

For example, during Julius Caesar's era, Rome implemented special educational systems for

training military and political personnel. Alexander the Great made education a key pillar of imperial policy, having studied under the philosopher Aristotle himself, demonstrating the strategic importance of knowledge.

In Eastern civilization, this trend was even more prominent. During Amir Temur's rule, managing education was not only about religious or scientific institutions but was also considered a vital mechanism for preparing capable state administrators. His "Temur's Code" emphasizes knowledge, upbringing, and human resources policy, proving that educational management has always been a complex and purposeful process.

However, as a formal academic discipline, management emerged in the early 20th century. Frederick Taylor (USA), Henri Fayol (France), and Walter Rathenau (Germany) were pioneers of scientific labor organization. In 1881, American Joseph Wharton proposed a "Quality in Management" course for engineers — the first of its kind. Later, Henry Towne emphasized the need to develop management based on scientific principles.

Many scholars interpret management differently. In our view:

"Management is the process of uniting a team under a common goal to achieve quality and high results."

Analysis and Results

The analysis of the above ideas suggests that achieving high effectiveness in management is closely tied to applying the right and purpose-driven principles of management. In higher education institutions, reaching desired quality in education requires focusing on these principles. A principle is a guiding idea, rule, or directive that serves as a foundation for action in a particular field. In management theory, principles are not limited to legal norms or administrative orders; they provide the ethical and methodological basis for decisions and actions.

Henri Fayol's teachings on management principles remain relevant today. He described management as a set of interrelated activities aimed at foreseeing, organizing, coordinating, supervising, and enforcing discipline. These concepts are entirely applicable to educational administration.

So why do we need principles if laws already exist? Laws offer legal frameworks, while principles guide conceptual and philosophical direction in decision-making and organizational processes. Laws are mandatory for compliance, whereas principles ensure long-term, sustainable management.

In he's, principles of education quality management are systems and methods that ensure continuous improvement in the content, structure, evaluation, and enhancement of educational processes. This systemic approach enables management of all factors influencing quality.

Key Principles of Management

Planning Principle

Unity of Command and Collegiality Principle

Scientific Approach Principle

Individual Initiative Principle

Continuous Improvement of Structures and Forms Principle

Risk-Taking Principle

Accountability Principle

Staffing and Placement Principle

These principles each contribute to organizing quality management effectively. The insights of great thinkers also reinforce these views.

- For instance, Avicenna (Ibn Sina) categorized society into:
- Rulers (managers)
- Workers (laborers)
- Warriors (military)

- **Philosophical and Legal Foundations**

A law, as a philosophical category, expresses stable, recurring relationships between phenomena. These patterns emerge within specific time and space and are grounded in causal relationships. Understanding laws allows for sound decision-making and problem-solving in practice.

In economic management, knowing and applying laws effectively is critical. Management is not merely an administrative act but a process rooted in philosophical and theoretical foundations.

Philosophically, laws are explained through ontological categories like matter, movement, space, time, quantity, quality, cause-effect, form, and content. In economics, laws manifest through concepts like ownership, production, demand, supply, distribution, exchange, value, price, profit, goods, money, and equilibrium.

Hence, effective management — especially in educational reform — requires understanding and consciously applying both general and specific laws. Misapplication or neglect of economic laws in management can lead to unintended consequences and hinder societal development.

Knowing a law does not automatically guarantee effective use. Without a strong connection between theory and practice, knowledge becomes ineffective. Therefore, all decisions must be based not only on awareness of laws but also on understanding, timing, and contextual application.

Using laws consciously and effectively in educational institutions is crucial for efficiency and ensures strategic, accurate, and systematic governance.

Conclusion and Recommendations

Based on the analysis, the following conclusions are drawn:

Education quality management begins with defining objectives and designing a strategy. It is a complex system that includes structuring the process, motivating participants, continuously monitoring progress, identifying deviations, evaluating outcomes, and managing accordingly.

Quality management is not about random or slightly improved results; it is a purpose-driven process aimed at maximizing each learner's potential, based on planned governance rather than chance.

The essence of education quality management covers all management functions — planning, organizing, coordinating, motivating, monitoring, evaluating, analyzing, and correcting — forming a structured and effective governance system to achieve defined goals.

Recommendations:

He's should develop and regularly update internal regulations on education quality management.

Automating monitoring and analysis of educational outcomes through digital platforms is recommended to reduce human error.

Evaluation criteria must be regularly reviewed, considering both internal and external factors affecting education quality.

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