MULTI-STAGE MODELS OF QUALITY MANAGEMENT IN INSTITUTIONS OF HIGHER PROFESSIONAL EDUCATION

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Annotation:: *In order to control and manage the quality of the educational institution, to meet the standard requirements, quality management systems are formed in higher professional education Moussas, an assessment and management mechanism is based. In this article, this process is covered comprehensively.*

Keywords : *Higher education, mission, quality management, forecasting, expertise, modeling, standards, methodology, corporate system.*

Introduction

The activities of the leadership of the educational institution cover the activities of initiating the creation of the quality management system of the educational institution, the formation of the organizational structure of the quality system of the educational institution, the development of mission, vision, basic values, policies and goals. The commitment of the top leadership to quality ideas and its ability to allocate relevant resources largely determine the success of the implementation of the plans of the educational institution to introduce a quality system. Thus, the area of responsibility of the management of an educational institution includes the following aspects related to ensuring the quality of Higher Education:

- the need to develop a quality culture, recognize its importance and ensure quality to consumers;
- the formation and implementation of the policy of the educational institution in the field of quality; consumer requirements by all employees of the educational institution,
- the heads of the departments of the departments of the educational institution and the processes of the quality system have goals in the field of quality;

- the structure of the processes that best correspond to the goals of the educational institution and the maintenance of the organizational structure of the educational institution;
- the creation, implementation and effective functioning of the quality system of the program, as well as the distribution of resources necessary to ensure the competence of the employees of the educational institution, which guarantees the quality of Higher Education;
- official approval of the procedures and other documents of the quality system that guarantee the quality of education and other activities of the educational institution;
- annual assessment of the quality system of the educational institution.

Theories

Total Quality Management

W. Edward Deming originated Total Quality Management in 1982. Total Quality Management has been developed to fit into various industries in different ways. Businesses have implemented it as a model for industry productivity and improvement with achievement. Total Quality Management has also been applied in the education industry. Most of the application has been in the administrative side of the institutions, and some schools have applied Total Quality Management to curriculum development, self-evaluation and school quality assurance. Total Quality Management has been molded to fit into various businesses in different ways. Hence, Total Quality Management should be applied to the process of kindergarten management to reach the goals of greater operational effectiveness resulting in quality management. With references to the findings of the study of Harris, (1995); Hasson and Kleffsjo, (2003) and Gram, (2007), eleven core pillars of Total Quality Management were identified and educators strongly agree with these core pillars of Total Quality Management. More importantly, Deming created Total Quality Management centering around fourteen principles main mainly focused on continuous effort for improvement for keeping up with growth.

Transformational Leadership Theory

Transformational Leadership stimulates followers to do more than the expectation by developing followers' level of consciousness about the significant values of specified

and idealized goal, getting followers to the team and promoting followers to focus on higher needs (Northouse, 2010).

Bass (1985) originally theorized Transformational Leadership in four dimensions which include inspirational motivation, idealize influence, individualized consideration, and intellectual stimulation.

Methodology

The representative of the University's quality management is the person responsible for the creation, support and continuous improvement of the quality system of the educational institution. To control and manage the quality of an educational institution, to meet the requirements of Standards, Quality Management Systems were formed in universities, an assessment and management mechanism was based. This system is aimed at a process approach to educational activities in accordance with the requirements of the ISO standard, which regulates the process of creation, certification and support of quality management systems in the organization. Despite the rapid development of the labor market and educational services, increasing competition between educational organizations of different forms of ownership, increasing consumer demand for the quality of educational products, the process of forming Quality Management Systems is extremely slow. Thus, the research carried out on the issues of improving the effectiveness of higher education management, improving the quality of higher professional education is relevant today. Assessment and forecasting of the quality of education of higher professional educational institutions is justified. To achieve this goal, it is necessary to solve the following tasks:

1. Analysis of the existing quality system, existing models of self-assessment of the activities of educational institutions.

2. Development of a multi-stage model of Quality Management in the educational departments of universities based on the EIS^M model.

3. Development of static and dynamic assessment models of the higher professional education system.

4. To achieve the validity of quality assessment in the automated system of modeling, data analysis and results reliability control and educational process management.

Higher professional education of educational institutions

1. A multi-stage model and methodology for automated assessment of Quality Management in structural units of educational institutions of higher professional education.

2. Current and medium-term forecasting models of the quality of educational institutions of higher vocational education.

The basis of the first scientific result:

- model of hierarchical assessment of the quality of structural units of a higher professional educational institution;

- methodology for assessing quality management in structural divisions of the University;

- using an automated method of assessing the winner of the competition and a hierarchical model of quality assessment based on the results of the group examination.

The novelty of the first scientific result lies in the justification of the mechanism and possible methods of adapting the global model of assessing the quality management of educational institutions to a particular university; in combining the processes of evaluating the structural units of a university and an educational institution as a whole ; in the development of tools for automating the assessment process.

The second scientific result is based on two mathematical models of forecasting:

- structural units of educational institutions of higher professional education a mathematical model of the current forecasting of the quality management system;

- scenario model of predicting the state of educational institutions of higher professional education.

The novelty of the second scientific result: in the transition from static models of quality assessment to Dynamic models, which makes it possible to create predictive models for changing the values of its individual elements; T.In adapting the forecasting model of the higher professional education system proposed by Saati to the peculiarities of the training of personnel in universities. The reliability of the obtained scientific results is determined by the proven methods of systematic analysis, the theory of measurements, efficiency theory, Mathematical Statistics, Operations Research, Linear algebra, as well as the use of proven techniques and software for their implementation. Reliability modeling is confirmed by testing the performance of developed scientific and methodological tools by assessing the quality of the activities of inter-faculty departments, as well as the results of testing and publishing all scientific results, obtaining a certificate of state registration of the computer. The scientific and practical significance of the work is as follows: ensuring the possibility of quantitative assessment of the qualitative opinions of specialists on the factors affecting the quality management system of the University; in ensuring the objectivity and predictable quality of structural units; in the practical implementation of quality management methods (TQM and TQE) in the University Quality Management System , in adapting the existing EFQM model to the task of analyzing the quality of structural units in the University Quality Management System.

Specialist training quality management system consists of three subsystems:

- quality management of Education;
- quality management of the professional level of teachers;
- Organization of the educational process and quality management of technology. The main goal of creating an automated quality management system
- it consists in the automation and improvement of technological processes in the work of educational institutions in order to improve the quality of training of specialists, create a unified information environment for higher educational institutions. The system is also designed for:
- creating a unified information environment for the University;

- implementation of the mission of the educational institution to train highly qualified industrial specialists in modern conditions;

- information support of the main and auxiliary processes of educational institutions;

- improving the effectiveness of the management of an educational institution;

- integration of all process management within the framework of a single corporate system;

- automation of the work process;

- reduce the total value of ownership of the labor intensity system and increase the efficiency of management tasks.

To date, only individual fragments of an automated system have been formed in higher educational institutions that automate the functions of private management. Today, the use of ICT and e-learning resources in education is largely episodic in nature. As a factor in improving the quality of Education, a holistic e-learning environment has not yet been created. Analysis of existing approaches to assessing the quality of the educational process in higher education institutions makes it possible to distinguish between two groups of tools: universal tools and special tools built on the model of the European Foundation for Quality Management (EFQM) level of excellence. The existing approach to assessing the quality of the educational process is based mainly on filling out control sheets on the results of an individual or group examination. A comparison of the results of two examinations on the quality of the educational process in the Departments of the Northwestern Institute on the basis of two traditionally used private methods shows the lack of correlation of the results of the evaluation of the experiment. Universal assessment tools are based on the EFQM improvement model, which combines two groups of criteria: opportunities and outcomes. Capacity Group criteria provide insight and help assess how results are being achieved. The group of" results " criteria includes the main indicators and results of the University's activities, that is, what has been achieved using the available opportunities. This model was used as a prototype in the development of scientific results. In the second chapter" multi-stage model and methodology of

automated assessment of Quality Management in structural units of higher vocational education educational institutions", the first scientific result was developed – mathematical models of current forecasting of the quality management system in structural units of the Republic of Uzbekistan. institutions of higher professional education. The technological approach to the analysis of the sections of an educational institution established by ISO standards made it possible to identify the main activities, the main and auxiliary processes, as well as compare the model of improvement levels with these processes.

Conclusion

The main objective of this study was to effectively develop the international management of higher education institutions in order to achieve the international standard of education and the requirements of both internal and external quality assurance. The development of this model is based on the results of a study obtained as a result of content analysis and questionnaires. The first priority on the research journey was the demanding content analysis of TQM theory. This led to the knowledge of management in accordance with the Total Quality Management, and then closely followed the design of the research instrument.

The features of the functional activity of structural units of a higher educational institution determine the need to build a hierarchical quality model for each type of structural unit, as well as for each type of activity. The resulting hierarchy is a sub-model of EFQM, with the help of which educational institutions are evaluated as a whole, firstly, educational departments perform not all the processes of the educational institution, but only part, and secondly, the results of evaluating the Departments of the entire educational institution must be agreed and coordinated, which provides a systematic approach to assessment.

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