



INNOVATIVE APPROACHES AND FOREIGN EXPERIENCE IN MANAGING EDUCATION QUALITY

Rahimova Kutlibika Ergashevna

Doctoral Candidate at Tashkent State University of Economics

kutlibika89@icloud.com

Abstract

This article provides information about the management system in improving the quality of education system in our society, and discusses management structures and their significance literacy levels, and regional characteristics of management strategies in higher education institutions of developed countries.

Key words: Higher education, higher education structure, management, strategy, universities, quality of education, foreign experience.

INTRODUCTION

In determining the social and economic advancement of any nation, the educational system is a critical component. In the case of Uzbekistan, improvements in the country's economy and society are linked to improvements in its educational system through increased attention on the educational system. By utilizing new technology and applying modern practices and procedures within the management process of the educational system, a significantly increased level of efficiency can be achieved to improve the quality of education. Consequently, improving the effectiveness of today's educational systems requires constant observation and evaluation of the systems' quality to achieve their full potential.

Monitoring and evaluation processes allow for the evaluation of how effective educational programs within educational institutions are, how competent academic staff are in their pedagogy, and how well they are preparing their students to be competent professionals. From a scientific standpoint, monitoring



and evaluating methodologies provide tools for understanding how successfully educational reforms are being implemented, how ineffective educational processes can be eliminated, and how new innovative pedagogical methods can be implemented.

As Uzbekistan continues to progress, it has become essential to reform the educational system and develop a quality educational system that supports ongoing lifelong learning through the implementation of effective management techniques. To accomplish these goals, effective governance practices must be put into place to manage Education Governance, implement universal accountability systems to ensure the quality of learning in Education, as well as identify and implement improved methods to manage Educational Operations. The need for additional research and innovative ideas for the reform of Education Control and Management processes to improve the quality of Continuous Education, increase the potential of Continuous Education, and improve the efficiency of Continuous Education is on the rise. The importance of ensuring the quality of education is a strategic priority for every nation throughout the globe.

LITERATURE REVIEW

There are many foreign scientists working extensively on current issues with regard to how to best provide quality educational experiences through Higher Education Institutions (HEIs). An analysis of how innovative processes are evaluated and the principles of innovation in education was conducted by Schumpeter (2002). He outlined some of the theoretical underpinnings of innovative management that may help improve the quality of education. Kovalev (1999) looked into how innovative management systems can be effectively implemented and how to improve those systems to increase quality in HEIs.

Most of the studies conducted by domestic researchers have focused on assessing the quality of education using the existing National Education System (ES), State Education Standards (SES), and other regulatory legal frameworks. Specific examples of this research would be Rajabova's (2022) detailed study on how to improve the efficiency of managing the higher education system in Uzbekistan, and Ustajalilova's (2020) research regarding the methodological foundations for the assessment of educational quality using the Credit-Module System (CMS)



adopted by HEIs. Both of these studies provide insight into the status of quality monitoring of higher education at the national level.

RESEARCH METHODOLOGY

A wide variety of methods used in scientific research were used to perform the study. The deductive and inductive approaches were developed when looking at the study from both a general and specific perspective or vice-versa; Abstract logical reasoning was instrumental in conducting a systematic analysis. The scientific analysis outcome used many different approaches to achieve the goals set out with regard to how each was carried out while measuring quality of learning.

ANALYSIS AND RESULTS

Global experience shows that monitoring and evaluating educational quality is conducted using many different types of systems. At the International level, the monitoring and evaluation of quality are done using Assessment/Ranks systems such as TIMSS, PISA, and QS World University Rankings within educational institutions of Higher Education. An example of this, within the QS World University Rankings, is that the QS considers factors such as Research Activity, Student/Faculty Ratios, and Employer Reputation of Colleges or Universities in determining the quality of a College or University. Education Quality within the USA and Europe is monitored according to established International Standards such as ISO 21001. The ability to forecast and analyze educational outcomes using Artificial Intelligence and Big Data Technology continues to expand.

In France, External Evaluations of Higher Education Institutions are undertaken by the National Committee for the Evaluation of Higher Education Institutions (NCEHI). The primary responsibility of the NCEHI is to provide a Periodic and Impartial Assessment of each individual institution and the Higher Education in France as a whole. The results of these assessments are given to the President, Parliament, and Government before being made public in the form of Annual Reports.

For a long time until very recently, the main means of ensuring education quality in both Germany and the UK has relied on internal control mechanisms that were



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dependent on the competence and the overall responsibility for educational quality of both institutional leaders and academic staff. Internal controls for German institutions of higher education have been predominantly conducted by faculties; however, faculties have created commissions that focus primarily on evaluating the educational process for their educational institutions. The introduction of an externally evaluated and controlled quality assurance system in Germany has resulted in the creation of a multi-layered external quality assurance system.

The evaluation of the educational process and the educational curriculum has been given great importance in Norway during the evaluation process; the process will be developed with funding from government organizations. Currently a Council for Supervision is located within Norway's Ministry of Education. The Council of Supervision is independent of the ministry and implements its own policies to evaluate the quality of the educational environment.

The assessment of the quality of education for higher education institutions in Uzbekistan is accomplished through a system of National Ranking; the assessment takes into consideration the scientific activity of the universities, the employment rates of the graduates, and the potential of the academic staff. A State Inspectorate of Supervision of Quality of Education is a regulating body responsible for evaluating the quality of education in Uzbekistan on the basis of a number of indicators. In addition, the development of new automated systems of assessing students' knowledge has begun to play an increasing role in the form of digital education systems.

By aligning students' knowledge to State Educational Standards through the control of the quality of education, the formation of essential competencies, and the assessment of growth dynamics of Natural Science Skills, to ensure state compliance with State Educational Standards is an area of significance. Therefore, it is a priority for Uzbekistan to use and apply the best practices of foreign countries, use and apply their methodology, liberalize the quality control process, decentralize educational management, eliminate any bureaucratic barriers, and create a complete, trustworthy and efficient system of quality assurance in education.



CONCLUSION AND RECOMMENDATIONS

In 1997, Uzbekistan's laws on education first began addressing the concept of "educational quality." The establishment of this term resulted in the creation of many theoretical and practical models, which were used to conduct research and develop legal frameworks for the regulation of education. In 2017 the State Inspectorate for Supervision of Educational Quality was created by the Cabinet of Ministers to provide oversight and unbiased evaluations of education service providers. On May 5, 2025 the President of Uzbekistan signed Presidential Decree No.PF-76 "On Additional Measures for Enhancing Education Quality, and Improving The Educational Services System." The Decree established the National Agency for Education Quality under the President's Administration as the successor to the Project Office of the Center for Educational Projects. The establishment of this agency creates the legal basis for modernizing the Uzbek education system, adopting international education management and control standards, developing mechanisms for facilitating cooperation between educational institutions, and providing educational opportunities to its citizens throughout their lives.

In order for education to be effectively controlled, the first step is to identify and then control all of the factors that may influence it. Random factors, local factors, and the subjective nature of many of the things that influence education can negatively affect its quality. Therefore, management processes should include a specific framework designed for controlling these factors as much as possible.

Following an evaluation of the higher education systems, structures, and management approaches of developed nations within Europe and the United States, South Korea's educational system closely mirrors the structure and stages that are inherent in Uzbekistan's educational system. We believe that the development of additional indicators of quality in the area of higher education will be accomplished by further developing the continuous education system and increasing the ability to connect the educational environment with the actual practice environment. Finally, there is much progress to be made in terms of developing highly qualified, competitive human capital through the significant use of modern innovative technology.



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