
Directions For Improving The Quality Of Education In Higher Education Institutions

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Abstract: The article illustrates current problems of quality of the Higher Education in Higher Education Institutions (HEI) and their influence on the state of education. Nowadays, the problem of enhancing the effectiveness of the educational process is getting a special significance and actuality and is a vast field of study, because today, on the quality of education directly depends, not only the relevance, but also the efficacy of the work of an educational organization. This situation is not determined by a certain single circumstance, but flows out from a combination of factors that influence the state of the educational process, which are examined in this article. The effectiveness of the educational process studied on the example of students of Economics Faculty in conditions of the Department of Economics of Karshi State University. The most important directions for improving the quality of education in higher educational institutions were described.

Key words: educational process, enhancing of effectiveness, factors, quality of higher education.

INTRODUCTION

Today, in conditions of high rates of economic development, the requirements for specialists, especially for their professional training, are actively changing. Solving complex professional issues contributes to the constant personal development of specialists in various fields of science, especially medical specialties. Higher education faced not only a forced transformation, but also required research into the factors influencing its effectiveness.

Material and research methods. The basic material was a survey. The questionnaire was divided into three sections: socio-demographic, motivation to obtain higher education, organization of the educational process. 50 2nd year students of the Faculty of Economics of KSU took part in the survey.

The set goal was achieved by solving the following tasks:

1. Identification of modern problems of the educational process in universities and determination of their impact on the state of higher education.
2. The effectiveness of the educational process and the conditions for its improvement at the Department of Therapeutic Dentistry of KSMU.
3. Development of recommendations for the use of survey materials in university practice.

For example, today for the Russian higher education system, the processes of reforming the life of society naturally required the restructuring of the educational sphere “at all levels”: ideological,

content and methodological aspects. Forming oneself, searching for an internal motive and desire for the educational process is not only a change in the ideological foundations of higher education, but also an active search for new methods and forms of teaching in universities, a change in the administrative foundations of their existence. The significant expansion of the network of Russian universities and the growth in the number of students in recent years has entailed many positive and negative consequences. The high demand for higher education, caused by the conviction of young people and their parents in the career value of a diploma, has led to the expansion of commercial admission to universities, and at the same time to a significant reduction in requirements for the quality of the educational process.

The age of the student is also a factor determining the quality of the educational process in universities. With age, not only the capabilities of cognitive processes change, but also the attitude towards assessment and motivation to acquire knowledge. The most significant is the change in motivation to learn. It has been established that at an earlier age, motives for acquiring knowledge predominate, and at a later age, motives for acquiring status through learning predominate. All these levels are closely intertwined, so a failure in the form of damage to any element can affect the efficiency of the entire system. The relationship between the factors that determine the quality of the educational process in universities and their impact on efficiency are closely interrelated. There is a direct connection between the focus on acquiring knowledge and its effectiveness. This is proven by the fact that students aimed at acquiring professional qualities are determined by a high degree of attendance at classes, strong will, dedication, determination, and perseverance. However, as practice shows, some students are selective in attending classes and divide subjects into “necessary” and “unnecessary”, and this, in turn, affects the success of their studies. Students who study for the sake of “crust” often use such means of obtaining it in their studies as irregular classes, the use of cheat sheets, etc., and, naturally, do not receive sufficient knowledge for their future profession. The knowledge, abilities, and skills that a student acquires while studying at a university do not exist as something isolated from his personality. The effectiveness of the educational process also depends on the student’s interests in the subject and topic being studied. A general pattern is the dependence of the interests of students on the level and quality of their knowledge, mental activity and on their attitude towards the teacher. To increase the effectiveness of the educational process, each teacher is required to formulate educational activities in such a way that, under all conditions, they achieve the required level both in educational work and in the general development of the individual. It is also necessary to guide students to a higher level of personal growth in acquiring new knowledge and skills. For a real teacher, it will not be difficult to answer any questions.

Research results. The initial stage of the study included an analysis of socio-demographic factors. It was revealed that according to the gender of the students surveyed in the 3rd year of the Faculty of Dentistry, the proportions are approximately equal: girls - 43%, boys - 57%.

Since at each age stage of development a new integrity is defined, which can subsequently create conditions for further personality development, age parameters were studied. In the 3rd year they study: up to 20 years old - 70% of students; up to 23 years old - 28%; over 23 - 2%. That is, the bulk of students (70%) are at an age when the level of attention is not yet high enough, and this is compensated by the development of memory and thinking. This allows us to draw a conclusion about the possibility of their comprehensive development and successful perception of the educational process. It has also been established that the maximum influx of students at the Faculty of Dentistry occurs in other regions. Nonresident students rent apartments in Kursk - 63%; live in a university dormitory - 20%; among relatives - 6%. Of the total number of respondents, 64% of

students live in two-parent families. The average monthly income in a family per person is over 15,000 rubles for 92%.

Thus, the analysis of the first part of the study (socio-demographic factors) allows us to conclude that students have sufficient material security and normal living conditions. This makes it possible for almost everyone to receive a full-fledged education, without being distracted by the material aspects of resolving issues, provided that they are all motivated to receive higher education.

The quality of the educational process is negatively affected by students working in the library for less than one hour. 74% of students do exactly this. Using only lectures and Internet resources is not enough if a student has a desire to obtain high-quality knowledge to master a future profession.

When surveying students, the question: "How much time do you work with Internet resources to obtain additional information?" - the answer was received: up to 2 hours - 22%; 3-5 hours - 37%; more than 5 hours - 37%. That is, almost 74% of students use only Internet resources when preparing for classes. 4% of respondents used other sources to obtain additional information. Meanwhile, the general global trend in the field of educational technologies is to strengthen the role of independent and creative work of students. Thus, the survey showed that in the field of obtaining new technological factors of learning, the problem is not with teachers who do not want to introduce innovative teaching methods, but with the quality of information that students and teachers can use to constantly improve the level of knowledge.

The organization of education at KSMU, as in other higher educational institutions, is characterized by the hard work of students and teachers. A factor that has an undeniable impact on improving the quality of education at a university for students is the interesting presentation of lecture material, which, in turn, is due to the high professionalism of teachers. 94% of students to the question: "Are you satisfied with the quality of the lectures given?" - they answered in the affirmative. They do not bring satisfaction to only 4% of students. 92% consider it advisable to conduct lectures with multimedia accompaniment, believing that this way it is much easier to perceive information. The same number, 92%, are convinced that the lecture must be accompanied by handouts. Consequently, most students have no desire to engage in self-education as part of extracurricular work; only 2% are ready for this. 69% of students believe that the number of lectures on their major subject should be increased. This allows us to conclude that it is important for students that knowledge is directed towards subsequent work, i.e. had a practical orientation (this encourages them to take their studies more seriously). Students are satisfied with the organization of the educational process at KSMU.

To the question: "Does your educational institution have information sources with which you can get acquainted with the plan (schedule) of classes and drills?" - 92% of students answered positively.

Although the fact that 6% of them in the 3rd year do not know this is surprising and alarming

Interesting information was obtained from students' answers to the question: "What, in your opinion, prevents you from studying better than now?" The answers were as follows: a large amount of given information - 44%; laziness - 36%; lack of sources - 16%; lack of internet - 0%; other - 4%. The answer of 36% of students, for whom laziness is a factor hindering quality studies, is more than alarming. Although by the 3rd year this category should have understood whether they needed to study at this particular university.

Conclusions. The search for ways to overcome the crisis of higher education and the formation of a new educational system naturally requires the restoration of the university educational process system to a new status in order to increase its efficiency.

The general conclusion and recommendations can be as follows.

Firstly, in terms of transforming and improving the educational process, there is a large shortage in the enrollment of students with quality school education. Being satisfied with high school

performance is not enough. As the study shows, the quality of education depends on the attitude of the students themselves to learning. An interview and verification of the level of training of specialists (doctors) for studying at a university is necessary. The effectiveness of the educational process depends on finding out whether the applicant knows his future profession and sees himself in it. The Unified State Examination system has significantly reduced the quality of applicants to universities (36% of students are not interested in studying, they are too lazy).

Secondly, future specialists must choose a profession taking into account the demand for subsequent qualifications at the labor fair. This problem is not only sectoral, but also closely related to the country's problems at the social and economic level. And this, in turn, is a necessary factor in improving the quality of the educational process, as well as the student's confidence in the demand and decent payment for their work

Thirdly, increasing the efficiency of the educational process is impossible without answering the questions: who, what and with what forces to teach. A large percentage of students are satisfied with the quality of knowledge acquisition and the educational process itself. The need for constant professional development of teaching staff at KSMU is considered one of the main components of the educational process. Teachers should pay special attention to core subjects and to obtaining practical skills for future specialists.

It is impossible to fully prepare a specialist at a university. A graduate becomes a specialist through acquired practical skills and testing by the expert community; the university must provide knowledge and skills to constantly learn.

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