

# INNOVATIVE QUALITY ASSURANCE OF THE EDUCATIONAL ACTIVITIES OF THE UNIVERSITY

**Kudaiberdi Gaparalievich Kozhobekov**  
**Arstanov Sabyrkul Abdimanapovich**  
**Jumashova Gulzada Sultanovna**  
**Idirisov Ramis Jumabekovich**  
**Kadyrov Turdumamam Duikanbaevich**  
Osh State University

**Abstract:** To solve the problem of assessing the effectiveness of ensuring the quality of educational activities in the university, it is necessary to use innovative tools, which are proposed as a usage of control. This toolkit consists of comparison and analysis by quantitative, quality indicators and characteristics in the development of a hierarchical system of criteria for measuring and evaluating the effectiveness of quality assurance. The article presents the results of assessing the quality of educational activities, that obtained through expert assessments and building hierarchy that reproduces the quality assurance system and analysis of the functioning of this system based on the composition of its hierarchical structure.

**Keywords:** education quality assurance, innovations, controlling, hierarchy analysis method

## **I. Introduction**

As the numerous studies show in the field of innovative methods for ensuring the quality of education, to form mechanism of educational monitoring of the university which evaluates the quality of training of graduates and indirect measurement of multidimensional indicators of quality is carried out, a serious problem is to provide a sufficiently high reliability of analysis results and productivity of the toolkit usage. It is necessary to find the possibility of using such tools that would solve emerging problems and thereby increasing the effectiveness of quality assurance in educational activities [7]. In our opinion, such kind of tool for improving the effectiveness of quality assurance can become a mechanism for implementing the principles of controlling, as a set of types of control activities, the task is to objectively analyze and evaluate the effectiveness of the quality assurance system of the educational activities of the university in order to its active development or improvement, on the basis of the goals set within the framework of the provision [2].

One of the priority goals is aimed at improving the standard of living, and the efficiency of the work as a whole, is the development and improvement of the education system. The main features of the current stage of the development of society are the transition to an innovative path of development of society, the strengthening of the role of knowledge in achieving sustainable competitive advantages. The acceleration of the pace of development makes high demands on the professionalism of people implementing the process of transition. The most significant factors of competitiveness are progress and knowledge embodied in human capital. Changes in the life and the structure have necessitated the modernization of the higher education system. The system of higher education is becoming the most important factor [3].

The main goal of the innovative development of higher education is the high quality of training of specialists in demand in the national and international labor markets. The system of higher professional education is faced with the task of integrating into the world educational space while maintaining the traditions and prestige of the national education systems. In the course of the creation, development and dissemination of innovations in the field of education, a global system of open, flexible, continuous education of a person throughout his life is being formed. This system is a unity of new economic instruments, educational technologies, organizational structures and institutional forms in the field of education [5].

The concept of controlling in relation to ensuring the quality of educational activities of the university can be interpreted as a tool complex methodological and information-analytical support of basic functions in strategic management through strategic planning that it is carried out and the efficiency of the system is improved by quality assurance. It should be noted among the main properties for controlling its ability to create prerequisites for sufficiently effective functioning of the university in the long term, providing conditions for solving the following problems:

- adaptation of the university's strategic goals to changes in the external environment;
- correlation of operational plans with the strategic development plan of the university, based on the priority of the strategic plan;
- coordination of operational plans for various directions of activity;
- creation of a control structure for the implementation of strategic plans;
- adjustments to the content and timing of implementation strategic plans [1].

It should also be noted that the subject of controlling can be considered the information and analytical support of the university management process including its structural divisions. Regarding the essence of using methods for controlling to improve performance quality assurance systems for educational activity, it consists in comparing and analyzing in terms of quantity, quality and characteristics, in the development of a hierarchical system of criteria for measuring and evaluating the performance of quality assurance systems. The main task can be defined as systematic and integrated feedback between the strategic planning process and analysis of existing deviations from the planned results. The concept of controlling in this case can make it possible to optimize the system management of an educational institution in order to rational use of available for resources and capacities [9].

The process system, which is proposed the basis of the controlling concept, requires a more specific disclosure of the definition of "system", which is used on an intuitive level and serves as a designation for such general concepts as something whole, consisting of many elements that form some unity. This led to the inclusion of the university in the global Internet network and made it possible to equip our university with local information networks, modern equipment, devices, materials, which is ensured an improvement in the quality of the educational process and support for university science. District grants are also directed to support university science. The university staff took an active part in their implementation [10]. The making the most of the available opportunities is implemented its own program of informatization of the educational process and optimization of teaching methods, and is preparing to use open education technologies. In line with the requirements of the program to create conditions for continuous professional growth of staff, the university has already adopted the second part of the program, attracts leading scientists for this purpose, and actively uses the possibilities of its own postgraduate studies. The educational organization provides opportunities for residents of the region to use the possibilities of the system of additional professional education that provides psychological support in population when changing activities and career growth.

## **II. Literature Review**

The development of the education system takes place at the international, state and university levels. In this regard, there is a need the research to explore the possibilities and prospects of innovative support for the educational activities of universities in the context of international integration. The degree of development of the problem. The works of V.A. Belikova, G.A. Bordovsky, L.A. Verbitskoy M.D. Knyazeva [13] and others.

The main provisions and analysis of the processes of systemic transformation of higher educational institutions are defined in the developments of specialists in the field of organization of management in the system of higher education G.A. Balykhina, A.D. Viktorova, V.V. Glukhova, N.V. Kazakova [7], Ya.I. Kuzminova, V.M. Filippova, and others. Various aspects of changing the nature of education in modern conditions are reflected in the works of experts from N.M.

Anisimova, D.V. Chernilevsky and others. Separately, it is necessary to single out the works of domestic and foreign scientists devoted to the study of the problems of increasing the role of universities in the knowledge-based, among them V.E. Gantmakher, R.G. Strongin, A.A. Kharin, R. Florida et al [4].

Problems and methodological aspects of education quality management in higher educational institutions, the system for assessing and monitoring the quality of education, were studied in the works of E.A. Gorbashko, E.B. Curton, V.V. Strengthened, Prokhorova, V.G. Sadkova, V.D. Shadrikova and others. Theoretical and practical problems of the development of innovative systems were considered in their works by foreign scientists: B.-A. Lundvall, E. Mansfield, R. Nelson, K. Freeman, J. Howells, I. Schumpeter and others. The founders of the theory of human capital G. Becker, G. Bowen, L. Thurow, T. Schultz showed its role in the development of society by S.A. Dyatlov, R.I. Kapelyushnikov, M.M. Kritsky, L.G. Simkin [3] and others.

At the same time, the problems of innovative support for the educational activities of universities in the context of international integration are covered in insufficient detail to a certain extent:

- there is no systematic approach to the study of educational innovations in the university and their connection with global processes in higher education;
- insufficient attention is paid to the issues of classification and management of innovations in universities;
- the role of innovative support of the university in the accumulation and development of human capital, the formation of an innovative educational environment, which determined the choice of the topics;
- subject and object of the dissertation research is determined the setting of the goal and objectives of the work.

### **III. Materials and methods**

The main goal of the research is the development of theoretical provisions, the development of methodological foundations and practical recommendations for innovative support of the educational activities of universities in the context of international integration. The goal set determined the logic and structure of the research and made it necessary to solve the following tasks:

- to explore the essence of innovation processes in higher education;
- to classify educational innovations;
- to determine the role of higher education innovations in the accumulation of human capital;
- to analyze the impact of global trends in the development of higher education on educational innovations in universities;
- to systematize the main directions of innovative support for the educational activities of universities in the context of international integration;
- to carry out a classification of academic mobility as a factor in the innovative support of educational activities;
- to determine the main types of international educational programs;
- to determine the essence and types of innovative educational technologies.

The theoretical and methodological basis of the study was legislative and regulatory documents in the field of higher education management, monographs, scientific papers, articles by domestic and foreign scientists, materials of international, conferences and seminars on issues of innovative management, development of higher education, innovative technologies of education, the theory of human capital, the problems of innovative development of the higher education system [11]. The author also relied on materials from informal observation and personal experience of working at a university.

#### **IV. Research results**

Regarding the essence of using methods for controlling to improve performance in quality assurance systems for educational activity, it consists in comparing and analyzing in terms of quantity, quality and characteristics in the development of hierarchical system of criteria for measuring and evaluating the performance in the quality assurance systems. The main task of this case can be defined as systematic and integrated feedback between the strategic planning process and analysis of existing deviations from the planned results. The concept of controlling in this case can make it possible to optimize the system in management of an educational institution in order to rational use of available resources and capacities. The process system, which is proposed to be considered the basis of the controlling concept, requires a more specific disclosure of the definition of "system" and used on an intuitive level and serves as a designation for such general concepts as something whole, consisting of many elements that form some unity [11].

The structure of the support system in the quality of the educational activities of the university, which is under the active influence of the complex internal and external factors, forms the initial zero level system. When applied to such a system, the term "source system" directly indicates on the fact that such a system, at least can be considered as a source of empirical evidence necessary for quality assurance, data [12]. Systematized collection of relevant information on the quality assurance system, carried out in order to fill the initial zero-level system with specialized data, can allow learner to go to the first level, at which the formation of a data system takes place. Multidimensional set of received and systematized data is usually presented in the form of a matrix, in which the "object-attribute" relationship is given. It is advisable to represent the matrix in the form of a two-dimensional table of size, where  $n$  is the number of primary indicators of the quality assurance system, and  $m$  is the volume sample required for ongoing research and obtain complete information [8].

The second hierarchical level for studying the system includes models based on the data analysis system. Factor values of this level is proposed to be taken as integral indicators of the assessment of the system of support qualities, because according to the logic of their construction, they are intended to characterize the general mechanisms in functioning of the system. If the characteristics of the quality assurance system are assessed as satisfying the existing requirements, the construction of integral indicators of the quality assurance system can carry out using a variety of methods for analyzing qualitative information, adopted in the theory decision-making and based on statistics, not numerical data and expert technologies.

In our opinion, it seems appropriate using the method of analysis of hierarchies, the main advantage of which it is designed to make decisions in conditions for multicriteria and is an integration of an analytical approach based on theory of matrices and expert procedures. The analysis method is a system procedure designed for hierarchical interpretation of the problem of making a managerial decision. The basic principle of this method is that it is necessary to evaluate the strength, the impact of various elements of the system of one level into top-level elements, based on the union of the corresponding contribution of the elements in lower level element relative to the top element level. The decision-making process regarding the expediency of including one or another criterion for evaluating the performance of the quality assurance system of the educational activities of the university in the integral characteristics of this system is usually based on weighing all possible alternatives (features) in order to choose the best of them. In order to evaluate the priorities of alternatives, it is necessary to carry out the comparison of all features, there in formativeness [7]. This is a requirement due to the difficulty of ranking all the signs related to their properties to display various state of the object under study, and the use of the method comparisons reflects expert intuition and appears the most convenient way to conduct a weighted evaluation of existing alternatives.

To the main results of the innovation activity of educational activities can include the following:

- the university is developing as an integrated educational institution, providing a wide range of available quality educational services in accordance with the requirements of state education standards and the educational needs of the population;
- constantly strengthening the competitiveness of the university in the regional educational space;
- educational programs for training specialists are being developed based on the principles of accessibility, variability, and a high level of quality as an indicator of competitiveness of education in university;
- a multi-level system of education is being developed, through the provision of a wide range of educational programs for university students and the possibility of continuing education in every level;
- the harmonious development of the pedagogical, technical, economic, humanitarian and natural science directions of the university is dynamically achieved;
- the nomenclature of areas of training based on continuous monitoring of the labor market and educational services;
- the substantive parts of existing educational programs are being modernized based on the results of scientific research, generalization of the wishes of consumers of educational services and employers;
- the university provides maximum opportunities for using the professional experience and pedagogical skills of the teaching staff on the basis of creating all the necessary conditions for an active and long-term professional activity;
- the financial independence of the departments as the leading structural divisions of the university is developing through transparent mechanisms for deducting funds from grant activities;
- systems of quality management of educational services are practically implemented for all educational programs and forms of education;
- the share of information and communication technologies in the educational process is expanding;
- Innovative forms of educational activities based on modern information and telecommunication technologies are being developed.

The change in the paradigm of the education system activates the development of innovations, both at the national and institutional levels. The difference between the innovative educational process and the traditional one is that it sets other goals of education. Knowledge, skills and abilities are important not in themselves, but as a means of forming an active, creative, constructive personality, able to apply this knowledge in practice.

## **V. Discussion and conclusion**

The study made it is possible to formulate the main results in the field of theory, methodology and practice of innovative support for the educational activities of universities in the context of international integration:

✓ Higher professional education is a key factor in the innovative development, the sustainable development of the national economy, its security as an integral part of national security. The importance of higher professional education in the context of globalization and international integration is steadily increasing.

✓ Globalization and internationalization of higher education are objective, dynamically developing processes that are a challenge for national higher education systems. The universities are faced with the task of modernizing higher education in accordance with the modern needs of the labor market.

Innovative changes are aimed at the development of innovative educational programs, the formation of a new content of education, the development and implementation of new teaching technologies, the application of methods, techniques, means of mastering new programs, the creation of conditions for self-determination of the individual in the learning process, changes in the style of thinking and relationships between teachers and students. Based on the analysis, the authors developed a classification of innovations in higher education. An analysis of methodological approaches to the study of innovations in higher education made it possible to build a model of innovative support for the educational activities of universities, which is a unity of organizational (new organizational mechanisms and institutional forms), economic (new economic mechanisms), product (new educational programs) and technological (new educational technology) innovation.

In conclusion, the core of human capital is an educated, active and enterprising person with a high level of professionalism. A scheme of interaction between human capital and innovative features has been developed. Higher education has a direct impact on improving the social efficiency of the individual. A necessary condition for the development and accumulation of human capital is the high quality of higher education. The spiral education - human capital - innovative economy - education - human capital - reflects the progressive movement of an innovative economy based on knowledge. Education contributes to the accumulation of human capital, a high level of human capital gives innovative processes, as a result of which new technologies are introduced into education, which contributes to the development.

#### REFERENCES

1. Abasov 3. Innovations in education and synergetics // Alma Mater. - 2007. –N. 4.-P. 3-8.
2. Academic mobility in the context of the internationalization of education. / V. A. Galichin [and others]; Human Resource Monitoring Center.
3. Alpysbaeva S.N., Akybaeva G.S. Implementation of innovative technologies in education: the experience of Karaganda State University // University management: practice and analysis. - 2008. -N 1. - P.33-37.
4. Avdeev V. M. Competence-based approach in the design of modern educational models // Social and humanitarian knowledge. - No. 6. -2006. P. 235-240.
5. Afonin A. Yu., Gibson M., Higher education: the experience of interaction in the UK // University management: practice and analysis. - 2004. - No. 4 (32). - P. 58-62.
6. Belikov, V. A. Vocational education as a system of educational and professional activities of future specialists: monograph / V. A. Belikov [and others]. - Magnitogorsk: FGOU SPO "MGPPK", 2009. - 162 p.
7. Berezanskaya N.B. Innovations in education or innovative education // Innovations. - 2008. - N 10. - P. 99-102.
8. Bordovsky G.A. Pedagogical University of the XXI century. Monograph. - St. Petersburg: Publishing house of the Russian State Pedagogical University im. A.I. Herzen, 2011 P. 4-6
9. Christensen C.R., Hansen A.J. (eds). Teaching and the Case Method. -Boston, 1987.
10. Goldshmid B., Goldshmid M.L. Modular Instruction in Higher Education // Higher Education. - 1972.
11. Howells J., Tether B. Innovation in Services: Issues at Stake and Trends. - Brussels: The Study Programme (ENTR-C/2001), Commission of the European Communities, 2004.
12. Hutmacher Walo. Key competencies for Europe // Report of the Symposium Berne, Switzerland 27-30 March, 1996. Council for Cultural Co-operation (CDCC) // Secondary Education for Europe. Strasburg, 1997.
13. Klarin M.V. Innovations in world pedagogy: The learning based on research / Klarin M.V. - Riga: Experiment, 1995. - 176 p.

14. Lundvall B.A. National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning. - London: Pinter Publishers, 1992.
15. Pustovoi N.V. Educational programs based on the system of innovations: [Novosibirsk State Technical University] // Rector of the university.- 2007. - N 6. - P. 52-56.