

EDUCATION QUALITY MANAGEMENT BASED ON INTERNATIONAL  
EXPERIENCES

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**Abstract:** The article analyzes international experience in education quality management, examines the activities and future plans of the world's leading scientific centers, and presents the results of scientific research by foreign scientists.

**Keywords:** quality of education, international standards, professional competence, artificial intelligence, simulation programs.

**Аннотация:** В статье анализируется международный опыт управления качеством образования, изучается деятельность и планы на будущее ведущих научных центров мира, представлены результаты научных исследований зарубежных ученых.

**Ключевые слова:** качество образования, международные стандарты, профессиональная компетентность, искусственный интеллект, программы симуляции.

The implementation of the tasks of improving the quality of personnel training by introducing a system for assessing educational and research processes based on international standards, harmonizing state educational standards and curricula with international requirements, and introducing the principles of competency-based education, as established in the Resolution of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated April 28, 2025 No. PQ-152 “On measures to implement the project to improve the quality and efficiency of education in the Republic of Uzbekistan” and the Decree of the President of the Republic of Uzbekistan No. PF-76 dated May 5, 2025 No. PF-152 “On additional measures to ensure the quality of education and improve the system of providing educational services”, requires the study of international experience in managing the quality of education<sup>1</sup>. In this regard, studying the experience of developed foreign countries and implementing them in the national education system is an important direction of educational reforms.

Currently, in the experience of developed foreign countries, the quality of education is based on the assessment and monitoring of the student's professional development using digital resources. This implies the training of professionally competent pedagogical personnel in the context of educational quality management. On this basis, scientific research on improving the methodological and scientific-methodological foundations of the mechanisms for developing the professional competence of pedagogical personnel through educational quality management is being conducted at leading scientific centers and higher educational institutions of the world, including the National Center for Education Statistics (USA), Office for Standards in Education, Children's Services and Skills (England), Institut für Qualitätssicherung im Bildungswesen (Germany), Regional Institute for the Development of Education (Russia), Direction de l'Évaluation, de la Prospective et de la Performance (France), Council of Ministers of Education,

<sup>1</sup> National database of legislative information (<https://lex.uz/uz/docs/7513052>, <https://lex.uz/uz/docs/7499549>).

Canada (Canada), National Institute for Education Sciences (China), Finnish Education Evaluation Centre (Finland), Skolverket, Universitetskanslersämbetet (Sweden)<sup>2</sup>.

A number of scientific and practical results have been obtained in the world on improving the mechanisms for developing the professional competence of pedagogical personnel through education quality management, including the improvement of the system of knowledge, intellectual potential and general competencies through special training methodologies for developing the professional competence of pedagogical personnel (National Center for Education Statistics), the improvement of the mechanisms for developing the professional competence of pedagogical personnel based on education quality control, innovative technologies and research (Office for Standards in Education, Children's Services and Skills), the improvement of the conceptual foundations of educational quality management based on artificial intelligence and simulation programs aimed at developing the professional competence of pedagogical personnel (Institut für Qualitätssicherung im Bildungswesen), the development of a pedagogical certification system for assessing the level of professional competence, advanced training programs, and the introduction of digital technologies through online platforms for professional development (Regional Institute for the Development of Education), the improvement of the quality of education of future pedagogical personnel through the introduction of electronic textbooks, virtual laboratories, programming and graphic design elements the mechanism for developing creative and critical thinking competencies has been improved (Direction de l'Évaluation, de la Prospective et de la Performance), specific strategies and mechanisms for assessing the professional competence of teaching staff based on performance have been improved (Council of Ministers of Education, Canada), educational standards have been improved based on innovation in improving the quality of education and developing the professional competence of teaching staff, VR (virtual reality), online educational platforms (National Institute for Education Sciences), the general concept of the national curriculum based on the system for assessing the professional competence levels of teachers has been improved (Finnish Education Evaluation Centre), continuous professional development of teachers' professional competence (Continuous Professional Development), and mentoring & coaching systems have been improved (Skolverket, Universitetskanslersämbetet)<sup>3</sup>. In the world, based on the need to improve mechanisms for developing the professional competence of pedagogical staff through education quality management, research is being conducted in priority areas such as managing the quality of education based on national standards and monitoring, improving equal opportunities for education through artificial intelligence, simulation programs, distance and online platforms, developing the creative and critical thinking competence of future pedagogical staff, designing educational quality and continuous professional development programs for teachers based on a systematic approach, improving licensing requirements for the training and operation of teachers, and improving the criteria for assessing the performance of pedagogical staff (KPI).

In recent years, foreign researchers have conducted extensive research on the essence of education quality management, its socio-pedagogical and psychological characteristics, factors for improving the quality of education, in particular, the activities of the state, society, the

<sup>2</sup><https://nces.ed.gov>, <https://www.gov.uk/government/organisations/ofsted>, <https://www.iqb.hu-berlin.de>, <https://dpo53.ru>, <https://www.education.gouv.fr/direction-de-l-evaluation-de-la-prospective-et-de-la-performance-depp-12389>, <https://cmec.ca/en>.

<sup>3</sup><https://www.devex.com/organizations/national-institute-for-education-sciences-china-39018>, <https://www.karvi.fi/en>, <https://www.skolverket.se/publikationsserier/ovrigt-material/2024/till-hogskolan-fran-gymnasieskolan-studenternas-prestationer-det-forsta-studiearet>.

leadership of educational institutions and the pedagogical team in improving the quality of education and the corresponding personnel training process, and the implementation of control, evaluation and monitoring of the quality of education<sup>4</sup>.

Scientists from the CIS countries V.A. Alekseenko, O.V. Aristov, V.I. Baydenko, V.A. Kalney, S.I. Plaksiy, A.I. Turchinov, A.V. Khutorskoy, S.E. Shishov and others have carried out research on the conceptual foundations and methodology of education quality management, systematic management of education quality, basic concepts of education quality, the object of management, methods of its analysis, assessment and measurement, professional and pedagogical competence in the image of a modern teacher, professional competence and culture of a teacher, and mechanisms for improving the design of a system of basic, basic and special competencies of a teacher<sup>5</sup>.

The research of foreign scientists such as Philip B. Crosby, Michael Fullan, John Hattie, Donald Schön, Linda Darling-Hammond, and Charlotte Danielson focuses on the theory and practice of quality management, change management in education, assessment of educational quality and improvement of teaching effectiveness, statistical analysis and continuous improvement to improve the quality of education, reflective practice and professional development of educators, and assessment and development of professional competence of educators<sup>6</sup>.

The analysis of international experience in education quality management made it possible to identify strategic approaches used in leading education systems of the world to ensure sustainable development and competitiveness. Based on international practices, general patterns and innovative trends, the following conclusions were drawn<sup>7</sup>:

1. The combination of national standards and international criteria is emerging as a key factor in quality management. The experience of countries such as Germany, Finland, and Sweden shows that integrating unified national standards in ensuring the quality of education with international criteria such as OECD (Organization for Economic Cooperation and Development), UNESCO (United Nations Educational, Scientific and Cultural Organization),

<sup>4</sup> Yuldashev M.A. Experience of foreign countries in educational management // Modern education. Tashkent, 2015. №12. – В. 15-19.

<sup>5</sup> Алексеенко В.А. Тенденции в развитии системы высшего образования. Власть 06'2008., Аристов О. В. Управление качеством: Учеб. пособие для вузов. -М: ИНФРА-М, 2006. - 240 с., Байденко В.И., Оскарссон Б. Базовые навыки (ключевые компетенции) как интегрирующий фактор образовательного процесса// Профессиональное образование и формирование личности специалиста. Науч.-метод. сборник. -М., 2002., Кальней В.А. Технология мониторинга качества обучения в системе "учитель-ученик" : методическое пособие для учителя / В. А. Кальней, С. Е. Шишов. - Москва : Педагогическое общество России, 1999. - 75, [2] с. : табл.; 20 см. - (Дидактика 2000)., Плакий С. И. Рейтинг вузов: поиск истины или инструмент недобросовестной конкуренции?/ «Alma mater» Вестник высшей школы, 2007 г., № 3, Турчинов, А.И. Профессионализация и кадровая политика теории и практики / А.И. Турчинов. - М. : Московский психолого-социальный институт, Флинта, 1998., Хуторской, А.В. Общепредметное содержание образовательных стандартов / А.В. Хуторской. - М., 2002., Шишов, С.Е. Мониторинг качества образования в школе / С.Е. Шишов, В.А. Кальней. - М. : Педагогическое общество России, 1999.

<sup>6</sup> Philip B. Crosby Management Quality and Competitiveness / - Burr Ridge etc. : Irwin, 1994. - 660 p., Michael Fullan (2013). The New Pedagogy: Students and Teachers as Learning Partners , LEARNING Landscapes | Vol. 6, No. 2, - ISBN Spring., Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. — NY : Routledge, 2008. — P. 392., Schön, N. (n.d.). Great reflective giraffe. <http://www.schon.com/public/giraffe.php>. Accessed 13 Jan 2009, Darling-Hammond, L. (2023). How Teacher Education Matters (Reprint from Journal of Teacher Education, Vol 51, pg 166-173 2000). JOURNAL OF TEACHER EDUCATION, 74(2), 151–156., Charlotte Danielson Teacher Leadership That Strengthens Professional Practice/ 978-1-4166-0271-2/ 2006. 167 p.c.

<sup>7</sup> Abduraimov Sh.S. Ta'lim sifatini tizimli boshqarish asoslari // Tafakkur ziyosi. Ilmiy-uslubiy jurnal. Jizzax, 2024. №4. – В. 14-17.

and EQAR (The European Quality Assurance Register for Higher Education) helps to increase the efficiency of the system.

2. Automation of monitoring and evaluation in the educational process based on artificial intelligence. In universities in the USA, Canada and England, mechanisms such as Learning Analytics, AI-based Assessment, data-driven decision-making are widely used in quality assessment. This provides opportunities such as: early identification of problems in the educational process, creation of individual trajectories, optimization of resource allocation.

3. As the most important indicator of the quality of education, ensuring the level of professional skills of the teacher through the development of his competence is also of urgent importance. In the system of teacher training in Finland, France and Russia, approaches such as support for authorial methodologies, academic freedom, continuous professional development, socio-material incentives for the teacher serve as the main criteria for organizing quality education.

4. Public participation and accountability mechanism in ensuring the quality of education. In international practices, students, employers, parents and public organizations are involved in the quality analysis and decision-making process through the principles of transparency-accountability. This increases the flexibility of the education system to the needs and demands of society.

5. Digital transformation and effective use of open education platforms in an innovative educational environment. International trends have shown that MOOCs, EdTech, blended learning, VR/AR, STEAM technologies play an important role in improving the quality of education. Individualization of education through digital technologies, effective use of educational resources, distance education are moving to new qualitative stages.

6. The continuous improvement cycle of education quality (PDCA (Plan-Do-Check-Act: Planning-Execution-Inspection-Act)) has been adopted as an international standard. In China, Germany and the USA, the Plan-Do-Check-Act cycle is used as the main model of quality management. In this system, planning, implementation, monitoring, improvement are organized as an interrelated and constantly rotating process.

Considering that it is not effective to completely transfer one model in education quality management to another country, each country should plan based on the characteristics of its national education system. Countries that effectively ensure the quality of education have formed integrated models in their education systems, taking into account factors such as national culture, economic opportunities, labor market requirements, and demographic characteristics.

Analysis of international experience has shown that innovative approaches, digital transformation, independent assessment systems, development of teacher qualifications, and public participation are important in managing education quality. These factors ensure the system's openness, activity, and responsiveness to the real needs of society<sup>8</sup>.

The most effective directions for our education system are to create a national quality model consistent with international standards, strengthen the development of professional competence of teachers, automate monitoring based on AI and learning analytics, expand public participation, and create an innovative, digital educational environment, which will serve as a scientific and practical basis for improving the national strategy for managing the quality of education.

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<sup>8</sup> Sherali Abduraimov. Foundations of Systematic Management of Education Quality. // American Journal of Alternative Education, Vol. 1, No. 10, Dec 2024. pp. 105-108.