

## The concept of educational quality and its criteria

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**Abstract:** This article examines the concept of educational quality and several of its key criteria. It also provides an analysis of the factors influencing the quality of education in higher educational institutions, along with conclusions based on the conducted study.

**Keywords:** Educational quality, Technocratic approach, Pedagogical approach, Sociological approach, Psychological approach, Economic approach.

### Introduction

Educational quality is a complex pedagogical and social category determined by the effectiveness, content, methods, and outcomes of the educational process in meeting the needs of society and individuals. This concept is reflected in learners' acquired knowledge, developed competencies, professional preparedness, and their competitiveness in the labor market.

In modern educational theory, there is no single universally accepted definition of educational quality. Different approaches to this concept have been proposed by educators, organizations, and scholars. For example, G.V. Serikov defines educational quality as "a comprehensive indicator of educational outcomes aimed at personal development" and describes it as the degree of correspondence between intended goals and achieved results..<sup>1</sup>

Experts from UNESCO propose evaluating educational quality through the relationship between the input resources of the educational process (such as teachers' qualifications, curriculum, technical facilities, and others) and the output outcomes

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<sup>1</sup> Serikov G.V. Pedagogika. Lichnostno-razvivayushchaya paradigma obrazovaniya. — M., 2004.

(including graduates' level of knowledge, independent thinking skills, and competitiveness in the labor market).<sup>2</sup>

The concept of educational quality is regarded in modern scientific and theoretical approaches as a multidimensional, systematic, and dynamic process. This concept is not limited merely to the quality of the curriculum or the amount of knowledge acquired by students; rather, it is evaluated in accordance with the needs and expected outcomes of all participants involved in the educational process at every stage, including the state, educational institutions, teachers, students, and employers.

Educational quality is an indicator that reflects the extent to which the knowledge, skills, qualifications, and competencies provided to learners (students) contribute to their individual development, competitiveness in the labor market, as well as to the economic, cultural, and social development of society.

Today, educational quality is determined not only through internal assessment systems, but also through international rankings, independent evaluation centers, and the employment rate of graduates.

In scientific literature, educational quality is interpreted through several approaches:

1. **Technocratic Approach** – Educational quality is associated with the technical and logical structure of the curriculum, assessment criteria, and effectiveness. In this approach, learning outcomes and tools for measuring knowledge occupy a central place.
2. **Pedagogical Approach** – This approach is based on the teacher's qualifications, methodological strategies, interactive tools, learner-centered education, and reflective assessment systems.
3. **Sociological Approach** – It recognizes the connection between educational

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<sup>2</sup> UNESCO. Education for All Global Monitoring Report 2005: The Quality Imperative. — Paris, 2005.

quality and the social roles of education in society, as well as cultural values and moral standards.

4. Psychological Approach – Educational quality is linked to the learner's (or student's) personal satisfaction, motivation, stress level, and sense of self-awareness.
5. Economic Approach – In this approach, the main indicators of educational quality are considered to be graduates' employment rates, income levels, and labor productivity in the job market.

Educational quality is a complex, multi-level, and multifactorial category. It is associated not only with specific outcomes of the teaching process, but also directly with the overall stability of the education system, the condition of resources, pedagogical approaches, management methods, the extent to which it meets students' needs, preparedness for the labor market, as well as the broader social and economic context. Therefore, the assessment of educational quality requires not merely one-sided indicators, but rather a comprehensive and integrated system of criteria.

Indicators determining educational quality can generally be expressed as follows. First, the scientific degree and methodological competence of teachers are considered a direct factor influencing educational quality. Second, the modernity of curricula, their frequency of renewal, and their relevance to the labor market are taken as key indicators. The third factor is the student's developmental trajectory and their motivation for learning. The fourth indicator is the transparency, fairness, and developmental function of the assessment system. Fifth, indicators such as the research activity of higher education institutions, the number of publications, international collaborations, participation in grant and startup projects, and recognition by international accreditation agencies are regarded as important criteria. In modern assessment systems, new indicators are also being introduced, such as students' digital literacy, innovativeness in

approaches, self-management competencies, the ability to effectively engage in distance learning, the quality of communication between students and teachers, participation in social projects, interdisciplinary integration, and the level of financial transparency. This, in turn, extends the evaluation of educational quality beyond traditional indicators, enabling it to be assessed through a broader, more systematic, and more advanced set of approaches.

### **Conclusion**

In conclusion, the criteria and indicators determining educational quality are not merely a collection of numerical data or statistical information, but rather a complex system encompassing the psychological, cultural, social, and economic dimensions of the educational process. The clear definition and practical implementation of these indicators serve as a foundation for internal reforms within the education system. Such an approach creates conditions for improving Uzbekistan's higher education system in international rankings, ensuring the professional success of graduates, and forming a knowledgeable generation based on the principles of social justice in society.

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