

**SYSTEM OF INDICATORS FOR ASSESSING PERFORMANCE
EFFICIENCY OF HIGHER EDUCATION INSTITUTIONS**

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Abstract. *This article focuses on the issues of evaluating the effectiveness of higher educational institutions and improving the educational process and quality based on it, further developing the educational material and technical base at the level of modern requirements. Also, using the results of the calculation of quality indicators developed for the evaluation of the efficiency of higher education institutions, scientifically based conclusions and suggestions are given on the elimination of existing problems and shortcomings in the institutions.*

Key words: *higher education institutions, efficiency, quality indicators.*

In the current era of globalization, attention to education, its improvement, requirements to increase the efficiency of higher education institutions have become one of the most urgent and priority tasks for education. There is a growing environment of healthy competition among higher education institutions to achieve high performance in national and international rankings. The increase in inter-university competition requires the development of a transparent evaluation system. This, in turn, means the fulfillment of the demands placed on the activities of higher education institutions responsible for the training of highly qualified personnel in the higher education system of any country.

Literature analysis. The most important component of the evaluation of the universities' activity is the evaluation of the quality of education. According to Article 11 of UNESCO's World Declaration on Higher Education, the quality of higher education is a multifaceted concept that should include all its functions and activities: training and professional development programs, scientists and graduate

students, staff, students, buildings, faculty research, equipment, services to the community and academic environment, etc. It is also noted that when determining the effectiveness of higher education institutions, the main attention should be paid to:

- identifying, monitoring and analyzing the dynamics of statistical data;
- development of a system of indicators related to the activity of higher education institutions [1].

In addition, many scientific studies have been carried out and researches have been conducted in foreign, Commonwealth of Independent States countries and in our republic on the evaluation of the quality of higher education institutions. In this regard, the works of M.D.Zaripova, R.Sh.Shamuratov among the scientists of our country can be cited [2,3].

In her work, M.D. Zaripova focused on studying the activities of professors and teachers and raising their scientific potential. Since the quality of training of highly qualified personnel and the issue of its further improvement depends to a large extent on the potential and productivity of professors and teachers of higher education institutions, it is necessary to study, analyze and evaluate their activities. emphasized that it is important. Also, the higher education system of higher education institutions (higher education institutions that are working to enter the ranks of strong universities in the World University Rankings, and at the same time transitioned to the self-financing system, scientific research institutes, etc.) justified the fact that productivity and competitiveness depend on the capacity of professors of higher education institutions [2].

Rs. Shamuratov in his research to improve the strategic management system in higher education institutions in many ways paid attention to the development trends of the higher education system and the strategic model of state higher education institutions and higher education institutions that envisage a systematic approach. focused on the development of a strategic management system design algorithm [3].

N.V. from the scientists of the member countries of the Commonwealth of Independent States (CIS). Yandibayeva, E.R. Kojanova and V.A. In their scientific

works, the Kujnikovs largely focused on the following main criteria for evaluating the activities of a higher education institution [4]:

- Educational activities of higher education institutions;
- Research activities of higher education institutions;
- International activities of higher education institutions;
- Financial and economic activities of higher education institutions;
- Infrastructure of higher education institutions;
- and the level of employment of graduates.

Also, on the basis of these criteria, they created software for evaluating the quality of higher education institutions.

It can be concluded from the above-mentioned studies that the researchers mainly focused on the scientific theoretical justification, systematic analysis and development of the performance indicators of higher education institutions. However, despite the fact that many studies have been conducted in this regard, there are many problems that need to be solved in the direction of evaluating the activity of higher education institutions and its indicator system. One of these problems is that software that accurately evaluates the effectiveness of higher education institutions has not been developed.

In fact, the efficiency of higher education institutions is evaluated through a system of many indicators. It takes a lot of time to determine the results of these indicators. However, the indicators system formulas used to evaluate the performance of higher education institutions reduce time consumption through specially developed software. Also, receiving the results immediately, analyzing the activities of higher education institutions based on the obtained results and making strategic decisions based on each indicator.

Based on the study of the researches of foreign and our country's scientists [3, 7], the author formed a system of criteria and indicators used to evaluate the efficiency of higher education institutions. This indicator system is presented in the table below:

Table 1

Criteria and indicators for evaluating the effectiveness of higher education institutions

	Main criteria	Indicator system
1.	Academic reputation:	Ratings and rating agencies.
		Quality of teaching staff.
		The level of academic achievement of students.
2.	Quality of the educational process:	Percentage of students who successfully complete their studies.
		Level of students' satisfaction with the educational program.
		Availability of modern educational programs and technologies.
3.	Scientific activity:	volume and quality of scientific research.
		Publications in scientific journals.
		Participation in local research projects.
4.	Student life and social adjustment (adaptation):	Quality of student services
		Level of student activism and club support.
		Graduate employment outcomes.
5.	International cooperation:	Participation in exchange programs and international research projects.
		Number and quality of international cooperation.
6.	Infrastructure and resources:	State and modernity of educational buildings and laboratories.
		Availability of libraries and electronic resources.
		Availability of scholarships and financial aid for students.
7.	Financial stability:	The budget and sources of its financing.
		Level of dependence on government funding.
8.	Social Commitment Indicators:	Participation in community and charitable programmes.
		Level of involvement in solving social and environmental problems.
9.	SMART Technology Integration:	Using SMART Technology in Teaching and Learning.
		Online education offers.
		Technological infrastructure and support.

We will focus on the classification of some indicators in the criteria for evaluating the effectiveness of higher education institutions, presented in Table 1.

In our opinion, the level of employment of graduates is one of the most important indicators for determining the effectiveness of higher education institutions.

Therefore, the high level of employment of a graduate of higher education institutions is due to the fact that he was given a quality education in the institution, the high scientific potential of professors and teachers, and the fact that he provided a high-quality material and technical base.

It indicates the presence of self-improvement skills, sufficient motivation to master innovations, work independently, self-awareness, development, improvement, high level of preparation for practice, and sufficient professional skills that affect competitiveness.

The quality-competence of professor-teachers is one of the main indicators for evaluating the activities of higher education institutions.

The assessment of the quality of professor-teachers should be understood as determining the compliance of the teacher's potential with the requirements of the transformation of education, the policy of training highly qualified personnel in line with the modern needs of the labor market.

If you pay attention to the criteria and indicators presented in Table 1, you can witness that higher education institutions are a complex socio-economic system consisting of various components.

The proposed criteria and indicators can be used to obtain a generalized assessment of the effectiveness of higher education institutions and to analyze the results obtained by individual indicators.

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