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EMPLOYER SATISFACTION AS AN INDICATOR OF THE QUALITY OF HIGHER EDUCATION

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ABSTRACT

In this article, the author considers the definition of "quality of education" and the relationship of compliance of students' training with the requirements of employers.

KEYWORDS

Quality of education, higher education, employers, qualification, students, higher educational institutions, quality of training.

INTRODUCTION

At this stage of development, Uzbekistan faces strategic tasks, including the further development of the education system as a crucial factor for the country's prosperity, sustainable economic growth, and employment. The reform of the education sector in the country is outlined in decrees and resolutions by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, on the modernization of education [1].

Analysis of domestic and foreign studies on the issues of education quality shows that the education system of any country performs a fundamental integrative function - ensuring the priority of developing the intellectual culture of the population over the process of intellectualizing all types and forms of its activities and behaviors. When this priority is violated, social development slows down, and social phenomena that lead to the collapse of the social system begin to dominate.

Close attention to the processes of evaluating and controlling the quality of education, characteristic of the 21st century, is justifiably compared with the most significant global trends in education that emerged at the turn of the century: increased mobility of students and teachers, internationalization of educational courses and programs, development of distance and cross-border education.

What is meant by the quality of education? Researchers' opinions on this issue vary.

According to S.E. Shishov, the quality of education is "the degree of satisfaction of the expectations of various participants in the education process from the educational services provided by an educational institution" or "the degree of achievement of the goals and objectives set in education" [2].

V.A. Bolotov notes that the quality of education is understood as an integral characteristic of the education system, reflecting the degree of conformity of actual educational outcomes to normative requirements, social, and personal expectations [3].

Domestic researcher U.F. Sabirova defines the quality of education as a set of knowledge under certain conditions aimed at achieving goals and improving the quality of life of an individual [4].

A.N. Alikorieva understands the quality of education as a social category that determines the state and

effectiveness of the education process in society, its conformity to the needs and expectations of society (various social groups) in the development and formation of civil, household, and professional competencies of an individual [5].

Currently, in Uzbekistan, the quality of education at the state level is defined as the conformity of the level of students' preparedness to state educational standards and state educational requirements.

Thus, without a universally accepted definition of the concept of "quality of education," it is impossible to definitively determine the concept of "assessment of education quality."

It should be particularly emphasized that a crucial factor in the successful development of educational systems is the broad involvement of employers, public organizations, the educational community, and the population in these processes. One of the main conditions for such participation is the "transparency" of the activities of the territorial education management body, as well as the completeness and accessibility of information for all social partners of the education system. Therefore, the information obtained within the framework of monitoring studies on the state and trends of regional education systems should be presented to the main clients and consumers, the social partners of education. The format of presenting monitoring information is

The knowledge acquired at the university corresponds to future work	50,4%	51,3%
Teachers have practical experience in the fields they teach	33,2%	36,8%
We have enough practice to familiarize ourselves with the specifics of the future profession	21,9%	18,3%
High proportion of applied knowledge in the curriculum	15,7%	12,3%
Specialists from employing companies are involved in the educational process	4,3%	9%
The university has a commission for allocating graduates to jobs according to employer needs	5,9%	-

The analysis shows that the attitudes of teachers are projected by students onto their own views and perceptions of the significance of certain competencies in their future professional activities. However, these priorities do not always align with the importance employers place on various professional competencies.

CONCLUSION

In conclusion, enterprises and higher educational institutions are two sides of the educational process. Therefore, the effectiveness of feedback between them determines the degree to which the quality of

specialist training meets employer requirements and, consequently, the successful employment of university graduates.

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