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Research Article

QUALITY EDUCATION: MEASUREMENTS, THEORY AND MODELS

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ABSTRACT

This article highlights the importance of quality assurance in education, the main stages, trends and problems of the evolution of quality assurance in higher education, theories of quality assurance in higher education, educational models, and multifaceted problems. developed.

KEYWORDS

quality, quality education, defining the quality of education, assessment of the quality of education, academic excellence, inclusion and diversity, accreditation, expansion of quality assurance, globalization and internationalization, quality assurance agencies, global rating, student-centered quality assurance, Constructivism theory, Social constructivist learning theory, Howard Gardner's multiple intelligence theory, Humanistic learning theory, Human capital theory, Inquiry-based learning (IBL), Project-based learning lim (PBL), Competency Based Education (CBE), International Baccalaureate (IB) program, High Impact Internships (HIPs).

INTRODUCTION

Quality education is a basic human right and an important catalyst for personal development and social progress. Such education equips people with the knowledge, skills and values necessary to lead meaningful lives and contribute positively to society. It empowers students to think critically, solve complex problems, and adapt to an ever-evolving world. "Another main task of the education sector is undoubtedly to educate the new generation, educated young people who have mastered the basics of science and their specialty, which is necessary for today." In addition, it plays an important role in promoting economic growth and strengthening social cohesion. Therefore, it is very important to understand the intricacies of quality education and the obstacles it faces.

The pursuit of quality in higher education is not just an academic endeavor, it is a social obligation. It serves as a foundation for producing a skilled and flexible workforce, stimulating economic growth, and developing scientific and cultural knowledge. In a world where innovation is the currency of development, higher education institutions are in the first place in forming tomorrow's leaders, innovators and problem solvers. As we analyze the complexities of the 21st century, we observe that the quality of higher education institutions directly affects our ability to solve global problems, adapt to emerging technologies, and develop inclusive and just societies. In this regard, the President of the Republic of Uzbekistan, Sh. Mirziyoev, said, "Increasing the quality of education is the only correct way of development of New Uzbekistan." As our grandfather Yusuf Khos Hajib said:

"Where there is intelligence, there is greatness,

Where there is knowledge, there is greatness."

Therefore, we should continue the reforms we have started in this field, go to educational institutions, communicate more with teachers and trainers, and jointly solve the issues raised by them to improve the quality of educational work. emphasized and defined important tasks.

A number of principles demonstrate the necessity of increasing the quality of higher education for economic, social, cultural and scientific development. In particular, a well-educated workforce is important for economic competitiveness in the global market. For example, countries with strong higher education systems such as the United States, Germany, and the United Kingdom have thriving economies

thanks to a skilled workforce. Quality Higher Education Drives Innovation and Technological Advancement Stanford University's development of Silicon Valley and its impact on the technology industry showed how higher education drives innovation. The great influence of high-quality higher education institutions on the development of culture and science can be seen in the example of Oxford University's contribution to literature and Cambridge University's great achievements in science. Harvard Medical School's research continues to contribute to medical advances that benefit humanity. With the emergence of new fields, higher education has adapted to the training of professionals with the necessary skills. The rise of data science has prompted universities around the world to develop relevant programs to meet industrial demand.

Higher education provides a pathway for social mobility and reduces inequality. For example, scholarships and programs such as Ivy League Plus schools aim to provide access to higher education for underprivileged students. Therefore, the United Nations Sustainable Development Goals emphasize the role of education, including higher education, in addressing issues such as poverty and climate change. Quality education is often based on various frameworks and standards, such as UNESCO's Education 2030 Agenda, which outlines the principles of inclusive, equitable and quality education for all.

The concept of "quality" is multifaceted and includes different attributes and criteria depending on the field and perspective. Quality usually refers to the degree of excellence or excellence of something in relation to its intended purpose or expectations. This includes standards that consider factors such as reliability, durability, safety and efficiency. The concept of "quality" in higher education is multifaceted and dynamic, encompassing a wide range of dimensions that collectively determine the effectiveness and value of educational institutions and programs. "A key indicator of quality education is the extent to which learners have mastered it. This is reflected in the teacher's assessment of students according to the established educational programs, as well as in the teacher's satisfaction with his work in the work environment. In an ever-changing educational environment, understanding these dimensions is critical for educational institutions and stakeholders.

Quality measures:

1. Academic excellence. It is the basis of the quality of higher education, which includes the rigor of educational programs, the experience of professors and teachers, and the academic achievements of students. Key indicators include graduation rates, faculty qualifications, research output, and institutional reputation.

2. Curriculum development and delivery, as well as pedagogical approaches, play an important role in determining the quality of education. A relevant, relevant curriculum that develops critical thinking and practical skills is essential. Effective teaching methods such as active learning and the integration of innovative technologies also contribute to quality.

3. Evaluation of learning outcomes is an important measure of quality. This includes evaluating what students have gained from their learning experience. This measure examines whether students have acquired the knowledge, skills, and competencies expected in their programs.

4. The use of appropriate physical and technological resources is essential. Educational institutions should provide modern libraries, laboratories and online platforms to support effective teaching and learning. Adequate funding, well-maintained facilities and supporting infrastructure are essential.

5. The experience, expertise and commitment of teachers significantly affect the quality of education. Continuous professional development, research opportunities, and a diverse and inclusive faculty contribute to a well-rounded learning environment.

6. Quality institutions offer comprehensive support services, including academic advising, counseling, career services, and extracurricular activities. These services help students develop academically, emotionally, and socially.

7. External evaluation and accreditation processes provide valuable insights into the quality of an institution. Accreditation by recognized bodies ensures that institutions meet established standards and continuously improve.

8. Higher education institutions should be leaders in the field of research and innovation. Their contribution to the development of knowledge and society is a quality indicator.

9. Promoting inclusion and diversity is essential to high-quality education. Institutions should strive for equitable access, diverse student and faculty members, and inclusive policies and practices.

10. Transparency in decision-making, financial management and governance is essential. Institutions must be accountable to their stakeholders, including students, faculty, and the general public.

Improving the quality of higher education is a complex and multifaceted task, which relies on various theoretical foundations, concepts, models and frameworks. The evolution of higher education quality assurance on a global scale has been marked by significant changes over the years due to various factors such as globalization, technological progress, and increased demands for accountability and transparency. The analysis of the main stages and trends of the evolution of quality assurance in higher education showed that it went through several processes:

Emergence of accreditation (late XIX - early XX centuries). In the late 19th and early 20th centuries, higher education institutions in many countries experienced significant growth and diversification. With the increase of universities, there was a need for a system to assess and ensure the quality of education provided by these institutions. Accreditation agencies, also known as accrediting bodies or associations, began to appear during this period. These offices are often established by groups of higher education institutions or professional organizations. In some cases, professional associations played a key role in the accreditation process. They strived to maintain and promote high standards in their field. For example, medical schools in the United States formed the Liaison Committee on Medical Education (LCME) in 1903 to accredit medical programs. Governments, particularly the United States, have become interested in accreditation as a means of ensuring accountability for public funding of higher education. Institutions undergoing the accreditation process were required to demonstrate a commitment to self-study and continuous improvement of educational quality. In the United States, regional accrediting associations have been established to evaluate and accredit institutions in specific geographic regions. Examples include the New England Association of Schools and Colleges and the Southern Association of Colleges and Schools. These regional associations focused on evaluating

the quality of education and promoting institutional improvement. These accrediting agencies have played a critical role in setting standards, increasing accountability, and improving institutions of higher education. Since then, the concept of accreditation has become a key part of ensuring the quality of higher education in many countries around the world.

But the emergence of Accreditation also faced problems and criticisms, such as subjectivity in assessment, inconsistency of standards and stifling of innovation.

Expansion of quality assurance (mid 20th century). Until the mid-20th century, formal quality assurance in higher education was limited and institutions operated largely autonomously. Growing concerns about the quality and standards of education have created a need for systematic quality assurance mechanisms. During this period, accreditation became the basis of quality assurance. Accreditation agencies were established to evaluate and accredit higher education institutions based on established criteria. Accreditation created a basis for institutions to demonstrate their commitment to quality and continuous improvement. Many governments began to play a more active role in

ensuring the quality of higher education during this period. They have created regulatory bodies and agencies to monitor accreditation and standards. Public funding of higher education has often been tied to meeting certain quality assurance requirements. Quality assurance agencies have established standardized criteria and criteria for evaluating institutions. These criteria typically included aspects such as teacher qualifications, curriculum quality, resources, and student outcomes. The expansion of quality assurance has had a positive effect on the improvement of education. Institutions were encouraged to review and improve their programs, faculty qualifications, and support services. As higher education institutions have expanded globally, international quality assurance mechanisms and organizations have emerged. The establishment of bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) has facilitated global cooperation in quality assurance. The European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provided a common

framework for quality assurance in European higher education.

Although quality assurance has been extended to address issues related to the quality of education, it has also faced criticism. Some have argued that this could stifle innovation and lead to a focus on compliance rather than meaningful improvement. Balancing the need for accountability with institutional autonomy and academic freedom remains a challenge.

Transition to quality improvement (late 20th century). At the end of the 20th century, the transition to improving the quality of higher education was an important change in the system. During this period, a transition to a structured and data-based approach was observed to improve the quality of education provided by universities. Increasing concerns about oversight and accountability for higher education institutions, educational effectiveness, rising costs, and inter-institutional competition have fueled the need for quality improvement. The transition to quality improvement involved a shift from input-oriented evaluation (eg, resources and equipment) to outcome-oriented evaluation. The focus was on evaluating student learning outcomes, program effectiveness, and

institutional performance. Various models and frameworks have been adopted to improve quality. One of the most notable is the Deming Cycle or PDCA (Plan-Do-Check-Act), which emphasizes continuous improvement. Total quality management (TQM) principles have also been applied in higher education to improve organizational and educational quality. Institutions have begun to collect and analyze data on various aspects of their performance, including student outcomes, faculty performance, and institutional effectiveness. became an important component of actions. The turn of the century witnessed the integration of technology into higher education, which enabled institutions to improve teaching and learning through online courses, digital resources, and data analytics. Globalization has led to increased competition among universities and increased emphasis on international quality criteria. Total Quality Management (TQM) principles from the business world have been adapted to higher education. International ratings and cooperation with foreign institutions have become a general strategy for improving quality.

Despite the positive aspects of quality improvement efforts, there have also been

challenges and criticisms, such as potential for standardization, impact on academic freedom, and a narrow focus on quantitative outcomes. In order to measure and improve the quality of education, some institutions and policy makers have focused on increasing graduation rates as a key quantitative outcome. While improving graduation rates is a valid goal for quality improvement, focusing exclusively on this quantitative outcome can have unintended consequences that undermine the overall quality of education. Critics argue that a more holistic approach that considers both quantitative and qualitative outcomes is needed to ensure that the educational experience is meaningful and meaningful for students.

Globalization and internationalization (late 20th century - early 21st century). Globalization and internationalization of higher education at the end of the 20th century and the beginning of the 21st century reshaped the landscape of higher education on a global scale. The movement of students across international borders has increased significantly. Students from all over the world are looking for higher education opportunities abroad. Countries such as the United States, the United Kingdom, Australia, and Canada have become popular destinations for international students. During this period, the number of international students in these countries increased. Higher education institutions have begun to internationalize their curricula by incorporating global perspectives, offering courses in multiple languages, and promoting study abroad programs. Universities and research institutions are increasingly involved in international scientific cooperation, which has led to the exchange of knowledge, resources and expertise across borders. The need to ensure the quality of international higher education has led to the development of organizations and systems that ensure the quality of programs offered by institutions across borders. The Bologna process in Europe, the establishment of regional accreditation agencies in Asia and Africa are examples of this trend. Rankings of global universities such as QS World University Rankings and Times Higher Education World University Rankings have increased. These rankings have increased competition between universities and helped to gain global visibility. The presence of a diverse student body and teaching staff in higher education institutions enriched the cultural experiences of students and stimulated the development of global

competencies. Many universities have established partnerships with institutions in other countries to offer degree programs internationally. Transnational education has allowed students to earn degrees at institutions in different countries without leaving their home country. The advent of the Internet and massive open online courses (MOOCs) has made internationalization even easier by making high-quality educational content accessible to students worldwide.

The internationalization of higher education has also created challenges, including cultural integration, language barriers, and the commercialization of education. - There were concerns about maintaining the integrity and quality of education in an increasingly competitive and profit-driven environment.

Quality assurance agencies (from the late 20th century to the present). Quality assurance agencies have played an important role in ensuring and improving the quality of higher education institutions since the late 20th century. They have contributed to ensuring the quality and accountability of institutions, facilitating internationalization and the continuous improvement of higher education worldwide.

Quality assurance agencies operate at both global and regional levels. Some focus on evaluating institutions in a specific country or region, while others have a global impact. Examples of regional agencies include the Higher Education Commission in the US and the European Association for Quality Assurance in Higher Education (ENQA) in Europe. Quality assurance agencies are increasingly embracing internationalization, collaborating with agencies in other countries and adapting their processes to global quality standards. This internationalization has made it easier for students and professionals to move across borders. Quality assurance agencies continue to evolve to meet the changing needs and complexities of higher education. They often revise their criteria and processes to match modern educational practices and challenges.

The proliferation of online learning and technology has created new challenges for quality assurance agencies, requiring them to adapt evaluation methods to effectively evaluate online programs.

Focusing on learning outcomes (21st century). In the 21st century, focusing on educational outcomes has become the main topic of higher

education. This approach shifts the focus from what is taught (the inputs) to what students actually learn and can demonstrate as a result of learning. Learning outcomes are specific statements that describe the knowledge, skills, competencies, and attitudes that students are expected to achieve as a result of their educational experience. They provide specific information about the intended learning objectives and what students are expected to do after completing the course or program. The focus on learning outcomes has led to changes in pedagogical approaches. Emphasizing learning outcomes puts students at the center of the learning process. This allows them to take ownership of their knowledge and track their progress. Clearly defined learning outcomes help students understand what is expected of them. They can set goals, track their progress, and see the relevance of learning. Learning outcomes also increase the employability of graduates by ensuring they have the appropriate skills and qualifications. Teachers are encouraged to design courses and activities that match the desired outcomes. Emphasis is placed on active learning, problem solving, critical thinking, and application of knowledge. Learning outcomes are closely related to assessment. Assessment methods are designed to determine whether students have achieved the intended outcomes. This customization ensures that the assessment is meaningful and supports the learning process. Government and accrediting bodies often require institutions to measure and evaluate learning outcomes as a means of ensuring educational quality and accountability. This approach enables evidence-based decision-making and program improvement. The concept of learning outcomes is not limited to a specific country or region. It has been adopted globally, making it easier for students and institutions to collaborate and transfer credits across borders. Frameworks such as the European Standards and Guidelines (ESG) and the Alignment Project have facilitated the use of learning outcomes in higher education.

The challenge has been to ensure alignment between outcomes, curriculum, and assessment, as well as careful planning and faculty development.

Technological progress (21st century). Technological advances in the 21st century have revolutionized higher education by expanding access, personalizing education, improving data-driven decision making, and providing innovative tools and methods for teaching and research. It

also raised important issues related to access, equity and the changing role of teachers in the digital age. In this, online educational platforms, digital textbooks and electronic educational resources were widely introduced. Learning management systems (LMS) such as Canvas, Blackboard and Moodle have become an integral part of course delivery and management. MOOCs have gained popularity as a means of offering high-quality educational content to a global audience. Platforms like Coursera, edX and Udacity have provided access to courses from top universities and institutions. MOOCs have expanded educational opportunities and promoted lifelong learning. Technology has enabled a personalized learning experience where content and pace are tailored to the needs of the individual student. Adaptive learning platforms use data and algorithms to adjust the difficulty of assignments and assessments. The integration of technology has facilitated blended learning models, where in-person and online learning are combined. Classes where students review content online before attending in-person classes for interviews and applications have become commonplace. VR and AR technologies have been used to create immersive learning experiences. For example, medical students were provided to perform surgery in a virtual environment. Gamification elements such as leaderboards and rewards have been incorporated into courses to increase engagement and motivation. Educational games and simulations (education) made learning more interesting and effective. AR applications are designed to embed information and interactive elements into the physical world, enhancing field and hands-on experiences. OER, including open textbooks and course materials, is freely available online. They reduce the cost of education and increase accessibility. Initiatives such as the OpenStax project have provided high-quality OER for a variety of topics.

While the technology offers many benefits, it has also created challenges related to access, equity, privacy and security.

Global ratings (21st century). Global rankings of universities have become an important feature of the higher education landscape of the 21st century. They have influenced institutional strategies, reputation management, and student decision-making. There has been an increase in global university rankings recognized by organizations such as QS World University Rankings, Times Higher Education World

University Rankings and Academic Ranking of World University Rankings (ARWU or Shanghai Rankings). Different rating organizations use different methodologies to rate universities. Common factors considered include academic reputation, research output, faculty-to-student ratio, international diversity and employer reputation. Rankings often included objective data such as research publications and citation counts, as well as subjective surveys and reputation assessments. Global rankings significantly influence institutional decision-making. Universities sought to improve their rankings to attract students, faculty, funding and partnerships, and higher rankings were used for branding and marketing purposes.

Student-oriented quality assurance (21st century). In the 21st century, student-centered quality assurance has reflected a shift to placing students at the center of the higher education experience. This involved incorporating student feedback, needs and expectations into quality assurance processes. Student-centered quality assurance was closely related to the broader trend of student-centered education. Student-centered quality assurance is compatible with a focus on learning outcomes. It ensures that the quality of education is evaluated based on the achievement of desired learning outcomes. By incorporating the student perspective, quality assurance becomes a means of accountability to students. Student data can help identify areas for improvement in teaching methods, course content, and support services, and engaging students in quality assurance activities can help them actively participate in institutional decision-making. In this, students can participate in program review, curriculum development, and evaluation of teaching methods. Some institutions have formal mechanisms for student representation in governing and decision-making bodies. Student representatives participate in committees, boards, and discussions related to quality assurance and institutional policy.

The challenge is to ensure that student feedback is authoritative, address potential biases, and balance student feedback with the perspectives of other stakeholders.

Focus on inclusion and diversity (21st century). The focus on inclusion and diversity in higher education in the 21st century has reflected a commitment to creating a welcoming and equitable learning environment that prepares students for a diverse and interconnected world.

These efforts have included wide-ranging changes aimed at developing a more inclusive and equitable higher education experience for all. Inclusive practices include everything from curriculum design to classroom interactions and campus services. Efforts to promote diversity include increasing access to higher education for underrepresented groups and removing financial barriers through scholarships and financial aid programs. In different classrooms, students from different backgrounds have unique perspectives for discussions and group projects. It enriches the learning experience by offering a wider range of perspectives and ideas. For example, a discussion of the global economy would benefit from the input of students with an international background. Online and open educational resources have expanded access for students who may face geographic or financial challenges. Many universities have LGBTQ+ resource centers, such as the LGBT Center at the University of Pennsylvania. These centers provide support, counseling and educational programs for LGBTQ+ students, creating a more inclusive environment. Internationalization of higher education has promoted diversity through student and faculty exchanges. For example, the Erasmus+ program in Europe allows students to study in different European countries, thereby developing intercultural understanding and diverse perspectives.

The COVID-19 Pandemic (2020s). The pandemic has accelerated the adoption of online education and raised questions about the quality of online education. The sudden shift to online education has created challenges in keeping the quality of education at the same level. Many faculty and students have had learning challenges adapting to new technologies and teaching methods. Ensuring equal access to online resources and technology for all students has become a priority. The COVID-19 pandemic has highlighted the importance of flexibility and resilience in higher education. Institutions have learned valuable lessons and continue to improve their approaches to online and blended learning. - The pandemic has highlighted the need for disaster preparedness and emergency planning in education.

The evolution of higher education quality assurance is also characterized by the emergence of several theories and educational models and approaches. The theoretical foundations of quality education include a range of educational philosophies, theories and frameworks that

underpin the principles and practices of providing high quality education.

Important theoretical foundations of quality education:

According to constructivist theory, learning is an active, self-directed process in which people form their understanding of the world based on their experiences and interactions. This theory emphasizes the importance of student-centered approaches that develop critical thinking and problem-solving skills. Swiss psychologist Jean Piaget (1896-1980) is often considered one of the founders of constructivism. Piaget's theory of cognitive development explored how children actively construct knowledge through their interactions with their environment. His theory emphasized the active role of students in the construction of knowledge and laid the foundation for a constructivist perspective. The Russian psychologist Lev Vygotsky (1896-1934) made significant contributions to the sociocultural theory of education, closely related to constructivism. Vygotsky's theory emphasized the importance of social interaction, culture, and language in cognitive development. He introduced the concept of the Zone of Proximal Development (ZPD) to describe the difference between what a learner can do independently and with guidance. Vygotsky's work focused on understanding how cultural and social factors influence cognitive development. His theory emphasized the role of social interaction and cooperation in the learning process, consistent with a constructivist perspective. American psychologist and pedagogue Jerome Bruner (1915-2016) contributed to the development of constructive pedagogy. Bruner emphasized the importance of instructional strategies in which teachers provide support and guidance to students working on tasks within the ZPD (Zone of Proximal Development). He also introduced the concept of a "spiral curriculum" that revisits key ideas at increasing levels of complexity. Bruner's contributions focused on bridging the gap between cognitive psychology and education. He advocated the use of active learning, problem solving, and discovery in education, combined with the principles of constructivism. Seymour Papert (1928-2016), an American computer scientist and teacher born in South Africa, played an important role in the development of a constructive learning environment. Papert developed the Logo programming language and the concept of "constructionism," which emphasizes learning through active participation

in the design and creation of meaningful projects. Papert's ideas were to promote a hands-on, student-centered approach to learning where students could explore and experiment with concepts while using technology as a tool for construction and discovery.

Social interaction is an important component of constructivism. Learning is often enhanced through collaboration and conversation with peers, mentors, and experts. A constructive learning environment encourages active participation and problem solving. Learners need to explore, question, and experiment to build their own understanding. In a constructivist classroom, the teacher is not the sole source of knowledge, but assumes the role of facilitator or guide. Teachers support and develop students' learning experiences, asking open-ended questions and creating opportunities for inquiry. Assessment in a constructivist setting is often authentic, focusing on assessing how well students can apply their knowledge to real situations. Critics argue that constructivism can be difficult to implement consistently because it requires individualized instruction and may not be appropriate for all subjects or students. may struggle and may need more structured guidance.

Constructivism theory has several implications for education:

-    encourage active learning through hands-on experiences and problem solving.

-    creating a collaborative learning environment where students can engage in social dialogue and debate.

-    giving students the opportunity to build on their previous knowledge and experience.

-    use of scaffolding technique to support students in zpd.

-    developing metacognition and reflective thinking to improve self-regulated learning.

Humanistic educational theory is an educational philosophy and approach that places the individual learner at the center of the educational process. It is characterized by several basic rules: it prioritizes the needs, interests and aspirations of each student. It recognizes that students are unique individuals with their own talents, motivations and goals; focuses on the holistic

development of students and considers not only academic skills but also their emotional, social and moral growth. This approach recognizes that education should educate the whole person; Humanistic education is inspired by the idea of self-actualization, where students are encouraged to reach their full potential and become the best versions of themselves. This includes developing a sense of autonomy and self-motivation; promotes a personalized learning experience tailored to the needs and interests of individual students. This may include flexible curriculum development, project-based learning and independent research opportunities; pays great attention to students' activity and active participation in the educational process. Its aim is to make learning meaningful, relevant and interesting for students; the quality of the relationship between students and teachers is considered very important. Trust, empathy and mutual respect are valued in the learning environment; students are engaged in critical thinking, questioning assumptions, and inquiry-based learning. This helps them develop problem-solving skills and gain a deeper understanding of the subject.

One of the founders of this theory, Abraham Maslow's hierarchy of needs and his focus on self-actualization, founded the idea that education should satisfy not only basic needs, but also higher-level needs related to personal growth.

Humanistic education contributes to the quality of education by focusing on developing well-rounded, self-aware and motivated individuals. When implemented effectively, it can lead to the following benefits:

- student activity and motivation improved.

- strengthened critical thinking and problem solving skills.

- greater empathy and social awareness.

- increasing self-confidence and self-efficacy.

- positive and inclusive learning environment.

- to better align education with students' interests and future goals.

Social constructivist learning theory is an educational framework that emphasizes the role

of social interaction and cultural context in learning and knowledge construction. According to him, learning is a collaborative and socially mediated activity in which people actively construct knowledge through their interactions with others and their environment. Introduced by Lev Vygotsky (1896-1934), this concept is central to social constructivism. His work is based on the idea that cognitive development is influenced by social interactions and cultural context. Vygotsky introduced concepts such as the zone of proximal development (ZPD) and the importance of scaffolding in education. He emphasized the role of language in cognitive development and learning. Zone of Proximal Development (ZPD) refers to the gap between what a student can do independently and what they can achieve with the guidance and support of a more knowledgeable person such as a teacher or peer.

encourages teachers to:

-        create a collaborative and interactive learning environment.

-        create opportunities for students to work together and participate in discussions.

-        offer support and scaffolding to help students move through zpd.

-        encourage critical thinking and problem solving through social interaction.

-        recognition of cultural and social diversity of students.

Howard Gardner's theory of multiple intelligences is a psychological theory that challenges traditional views of intelligence as a single, unitary ability. Instead, Gardner suggests that there are several types of intelligence, each of which represents different ways in which people excel. This theory has greatly influenced the understanding of education and human abilities. Howard Gardner, an American psychologist and teacher, is the founder of the theory of multiple intelligences. He introduced this theory in the early 1980s as a response to the limitations of traditional intelligence tests that primarily assess linguistic and logical-mathematical intelligence. Gardner's work challenged the notion of a single, unitary intelligence and promoted a broader, more inclusive view of human abilities.

Gardner identified eight distinct intelligences, each representing a different aspect of human

potential. Linguistic intellect is the ability to use language effectively, including reading, writing and speaking. Logical-mathematical intelligence - the ability to think logically, solve problems and think mathematically. Spatial intelligence is the ability to think in three dimensions, see and act in a spatial environment. Musical intellect is the ability to create, appreciate and understand music. Bodily-kinesthetic intellect is the ability to use one's body for various purposes, such as sports, dance or fine motor skills. Interpersonal intelligence is the ability to understand and relate to others, including empathy, communication, and social skills. Intrapersonal intellect is the ability to be self-aware and understand one's feelings, motivations, and strengths. Natural intellect is a sensitivity and affinity for the natural world, including the ability to recognize and classify elements of the environment.

Gardner's theory of multiple intelligences is important for education.

-       it supports the idea that people have different talents and strengths that should be recognized and nurtured in educational institutions.

-       it encourages teachers to provide a variety of learning experiences and assessment methods to accommodate different intelligence types.

-       it promotes a more personalized approach to education that allows students to discover and develop their unique strengths.

Human capital theory views education and training as investments in the economic well-being of individuals and society. This has influenced the allocation of resources in education and training programs and emphasizes the importance of skills development, productivity and economic growth. Gary S. Becker (1930-2014): American economist and Nobel laureate Gary Becker is often seen as a central figure in the development of Human Capital Theory. His work, particularly Human Capital: A Theoretical and Empirical Analysis, laid the foundation for economic analysis of education and workforce skills. Nobel laureate Theodore Schultz (1902-1998) made a significant contribution to the theory by emphasizing the role of education and personnel training in increasing agricultural efficiency and economic development in rural areas.

Human capital theory views education as an investment in an individual's future earning potential, and states that education and training increase an individual's productivity and earning capacity. This theory emphasizes the importance of skills, knowledge and abilities acquired through education and training, and these skills are seen as valuable assets that lead to higher incomes and better job opportunities. The theory suggests that a well-educated and skilled workforce can increase productivity, innovation and economic growth for a country. It considers the development of human capital as a driving factor of economic development.

Human capital theory has several implications for the quality of education:

- it emphasizes the importance of providing education and training programs that equip people with practical skills and knowledge relevant to the labor market.

- this theory encourages policy makers to allocate resources efficiently to education and training programs that provide the greatest returns in terms of productivity gains and economic growth.

- human capital theory supports the idea of lifelong learning because it recognizes that skills and knowledge can become obsolete, which requires people to continuously renew and expand their human capital throughout their lives.

These theories have contributed to the development of diverse and student-centered approaches to teaching. They disagreed with traditional views of education, and emphasized the importance of social interaction, cultural context, and different talents in the learning process. Today, educators and researchers around the world continue to use these theories to inform and improve educational practice.

Of course, an understanding of the theoretical foundations of higher education quality improvement is essential to the development of effective quality education models. includes different approaches and strategies. These models prioritize providing education that meets high standards of excellence, engages students, and prepares them for success. In particular:

Inquiry-based learning (IBL) is a learning approach that emphasizes active and collaborative learning of questions, problems,

and scenarios as a means of developing deeper understanding and critical thinking. This model changes the traditional teacher-centered approach to a more student-centered approach that encourages students to ask questions, investigate, and construct knowledge. IBL involves students' active exploration of topics or questions, often guided by their own interests or by the teacher. It focuses on asking questions, designing research, and seeking answers through critical thinking and problem solving. IBL is consistent with constructivist theories of learning, in which learners construct knowledge through their own experiences and interactions with information, inquiry can be conducted individually or collaboratively in groups, which encourages communication, teamwork and fosters peer learning. IBL often includes real-world problems or scenarios that make learning more meaningful and applicable.

The progressive educational philosophy of American philosopher, psychologist and educator John Dewey (1859-1952) emphasized the importance of experiential learning and the active involvement of students in their own learning. Dewey's ideas laid the foundation for inquiry-based approaches. American cognitive psychologist Jerome Bruner (1915-2016) made significant contributions to the development of inquiry-based learning. He advocated the importance of discovery learning as students actively learn and construct their own knowledge. Eleanor Duckworth, an American educator and researcher, is known for her work in promoting inquiry-based education and the concept of "critical inquiry." His research has helped us understand how students engage in deep, meaningful inquiry.

Advantages of inquiry-based learning:

- IBL encourages students to think critically, ask questions, and analyze data.

- students are more interested and motivated when they play an active role in their learning.

- IBL helps students develop problem-solving skills that are applicable in a variety of contexts.

- it increases students' interest and instills a love of learning.

-       IBL equips students with the skills needed to solve complex, real-world problems and make informed decisions.

Project-based learning (PBL) is an educational approach that focuses on student engagement, critical thinking, collaboration, and application of knowledge through real-world projects. PBL remains a valuable method for promoting deep learning and preparing students for the challenges of the 21st century. American philosopher and educator William Kilpatrick (1871-1965) is often credited with early development of project-based learning. He proposed the "project method" in education, which encouraged students to work on projects that were relevant to real life and required critical thinking and problem solving. Mathematician and computer scientist Seymour Papert (1928-2016) is best known for his work in constructivist learning, which aligns with project-based learning. He believes that students learn best when they actively construct their knowledge through hands-on projects and experiences.

Advantages of project-based learning:

-       PBL encourages student engagement and motivation because it develops critical thinking and problem-solving skills as students explore and solve complex problems.

-       PBL encourages teamwork and collaboration, helping students develop interpersonal and communication skills.

-       students apply what they learn in a meaningful way, which makes learning more relevant.

-       PBL equips students with the 21st century skills needed to succeed in the workforce and in life.

Competency-based education (CBE) is an educational approach that emphasizes the demonstration of specific competencies or skills rather than the accumulation of credit hours or grades. In CBE, students progress through their education by mastering clearly defined learning outcomes or competencies. Although not the sole founder of CBE, the work of Benjamin Bloom (1913-1999) on the taxonomy of education and the study of skills significantly influenced the development of CBE. His ideas about skill learning, which involves students mastering one concept before moving on to another, are consistent with the principles of CBE. Robert

Gagné (1916-2002), a psychologist and educator, is best known for his work on instructional design and The Conditions of Learning. His ideas on setting specific goals and evaluating performance are the basis of CBE's focus on clearly defined competencies. American psychologist Fred Keller (1927-2018) developed Person-Centered Learning (PSI), considered the forerunner of CBE. emphasized two key elements of development, namely CBE.

CBE focuses on the acquisition of specific competencies or learning outcomes from time spent in the classroom. At their own pace, students progress to the next level or qualification when they demonstrate proficiency in the current environment. CBE often allows for an individualized learning experience that takes into account the unique needs and abilities of each student. CBE programs begin by clearly articulating the competencies or learning outcomes that students are expected to achieve. Assessment methods are designed to measure student mastery of competencies. These assessments may include projects, exams, demonstrations, portfolios, and more. Students often create individual learning plans together with teachers that define the path to acquiring

competencies. Feedback is integral to CBE as students receive guidance and support to improve their performance and achieve mastery.

Benefits of Competency Based Education (CBE):

-       CBE allows learners to progress at their own pace, taking into account their individual strengths and weaknesses.

-       As students graduate with a clearly defined set of skills and competencies, CBE can be time-saving, allowing students to move quickly through material they already know, focusing on areas for improvement. allows.

-       CBE has the potential to close achievement gaps by providing targeted support and allowing students to demonstrate their skills, regardless of how long it takes.

The International Baccalaureate (IB) program is a globally recognized education system designed to provide its students with a high-quality and internationally oriented education. It aims to promote academic rigor, critical thinking, global thinking and well-rounded learning. Swiss educator Marie-Thérèse Mauret (1890-1967) is often credited as the original founder of the IB program. He proposed the idea of an international

diploma in the 1920s, envisioning a program that would provide a rigorous and internationally recognized education. The development of the IB curriculum was a collaborative effort involving teachers from different countries. It was formally formed in the 1960s when the International Baccalaureate Organization (IBO) was founded in Geneva, Switzerland. British educator Alec Peterson (1924-2007) served as the first Director General of the IBO and was instrumental in the early implementation and expansion of the IB program.

The IB program is an international education system that emphasizes global perspectives, intercultural understanding and international thinking. It provides a comprehensive and balanced education focused on academic, personal, social and emotional development. The IB program offers a challenging and rigorous curriculum that encourages critical thinking, inquiry-based learning and academic excellence, and emphasizes values such as inquiry, open-mindedness and a commitment to making a positive difference in the world. This program is designed to provide students with a high-quality education that prepares them for success in higher education and beyond.

The IB program emphasizes critical thinking, research skills and independent inquiry. These skills are essential for success in higher education, especially in research-intensive disciplines. The IB program's focus on a holistic education that includes not only academic excellence but also character development and social responsibility is consistent with the goals of many higher education institutions. Universities often look for students with a broader perspective and a commitment to making a positive impact on society. For example, universities such as Harvard, Oxford and the University of Sydney recognize the importance of the IB program and actively seek IB graduates in their admissions processes.

Quality education models are valued for their unique features and benefits. High Impact Practices (HIPs) are evidence-based educational practices that positively impact student engagement and learning outcomes. Examples include undergraduate research, internships, study abroad, and service learning. Experiential learning model. Experiential learning integrates real-world experiences into the curriculum. It includes internships, field trips, and hands-on activities that connect theory with practice.

Universal Design for Learning (UDL) promotes inclusive education by developing learning materials and activities that are appropriate for different learning styles and abilities.

These are just a few examples of quality education models. Educational institutions often adapt these models to suit their specific purposes and contexts. Effective quality education models focus on student engagement, developing critical thinking and problem solving, and preparing students for success in an ever-evolving world.

Summary. During the discussion, we explored a wide range of educational topics, from the historical development of quality education to specific educational theories and models. We also considered the importance of various educational concepts and their impact on teaching and learning, and based on these the following suggestions and recommendations emerged:

In order to improve the quality of education in higher education institutions, it is advisable to consider the following:

- investing in faculty development and training to improve teaching skills

- prioritizing student-centered learning approaches and engagement strategies

- implementation of quality assurance measures to monitor and improve educational standards.

- When implementing inquiry-based learning (IBL):

- encourage students to ask questions and explore real problems.

- guide and assist students in self-inquiry.

- developing cooperation and critical thinking skills through group projects.

- In project-based learning (PBL):

- development of real projects corresponding to learning objectives.

- facilitating cooperation and teamwork among students.

- assessing the development of both substantive knowledge and critical thinking and problem-solving skills.

In Competency Based Education (CBE):

-       defining specific and measurable competencies or learning outcomes.

-       create individualized learning pathways to meet the diverse needs of students.

-       use of different assessment methods to assess skill acquisition.

In the International Baccalaureate (IB) program:

-       encourage students to participate in CAS (Creativity, Activity, Service) experiences.

-       Emphasizing the global perspective and inquiry-based skills developed in the IB program.

-       To recognize the contributions of IB, PBL and CBE graduates.

-       promote the integration of global perspectives and inquiry-based learning in university programs.

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