

Scientific Approaches to Improving the Educational System

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ABSTRACT

Education is inextricably linked to economic productivity and personal income growth. But what is it about education that creates this connection? In this article, you can see that the impact of education primarily depends on its quality, but there are many indicators of the quality of education that do not work equally. In this article, we will look at the distribution of education quality around the world, that even in countries with a full enrollment and high spending on education, the impact of investment varies significantly, and also what we know about the quality of education from the data of the last decade.

KEYWORDS: *quality of education, international education, qualitative results*

International education, until recently, existed at the border of research in the field of Education. However, in the context of current globalization, international education has approached the Center for Educational Research Around the world.

In this article, we will identify, describe and analyze six different research approaches to international education: comparative and international education, internationalization of Higher Education, International Studies in international schools, teaching and teacher education, internationalization of education and globalization of Education.

Within each approach, the historical context and global political, economic, social and cultural shifts that shaped the research approach are discussed; the main research areas developed are defined; the audience and the research community are discussed; and the strengths and weaknesses are analyzed.

In the interpretation of Lev Tolstoy in knowledge, quality is important, not quantity. It is important to know which knowledge is significant and what is irrelevant", but quality is often called a relative concept.

Recently, the processes of assessing and ensuring the quality of Higher Education have caused a great reaction both locally and internationally. Indeed, the aspect of the quality of higher education is one of the most important issues in all developing economies of the world, especially in countries where the number of private universities has increased over the past decade. There are also many theories on quality-related issues, such as the quality of service model. Many scientific articles on the quality of Higher Education have also been published.

However, most theories focus on different goals in an isolated way. Sometimes the goal of courses is to improve curriculum or sometimes teach professors to reformed teaching methods. Many times such efforts were made to increase the educational potential in the name of educational reform. Thus, only a few of these activities have a significant impact on the quality of

training and education in higher education institutions, but they rarely become stable over time.

A careful review of research on improving the quality of education and professional experience gives slightly contradictory and disappointing results.

One such conclusion is that educational institutions face various problems due to the fact that they are complex organizations and are influenced by various socio-cultural phenomena, including families, communities, professional and regulatory bodies. Other studies show that hiring quality teachers requires high salaries or financing, which is also difficult for an institution in developing countries. Another difficulty is that students' emotional and health problems sometimes distract attention from learning problems. The impact of all these measures on the quality of education is also of serious concern. One explanation for the negative impact on the quality of education is that most higher education institutions are not equipped with the updated teacher training opportunities needed to improve classroom teaching.

There are also some other explanations. Some pay attention to the quality of pre-university education. Few people pay attention to the involvement of parents in the educational work of students. Many intend to improve collegiate cooperation.

Most importantly, all these interventions are isolated and differ in Focus, design and even approach. Some mainly focus on design with one factor: developing curricula or academic programs, teaching scientists new methods, or adding new technologies.

Also understand some targeted learning; some targeted institutional decision-making processes; and focus on other communities and student welfare conditions.

In the field of sustainable practice, these different views remind us of the need for effective coordination in well-functioning institutions, which is rare in existing formal systems. In addition, universities are often accused of being formal and bureaucratic, but it is necessary to maintain a balance between quality expectations and space for open processes.

Thus, the three components in our conceptual model also represent different basic logics that must be present and consistent in the institution. For example, focusing only on standards and just responsibility, rather than on academic development to ensure quality work, can ultimately lead to university stagnation.

Thus, quality results should focus on practical aspects of improving the quality of education in an increasingly complex institutional setting. Thus, the concept of quality input can work as a means of analyzing quality improvement processes in institutions, as well as making the necessary changes to the official schemes and standards that exist in practice. Relying on

these different experimental bases, this article explores an integrated and separate complex conceptual model that includes the perspective of three input components, represented by "quality teachers, students and staff", a new module for ensuring the quality of Higher Education, a component process characterized by a "quality program", and a product component characterized by "quality education or quality learning based on results".

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