

3.	Diameter (Ball size is)	mm (Ø)	2÷5
4.	<i>The composition of the granules in diameter</i>		
4.1.	2÷3 mass within	mass. %	26
4.2.	3÷4 mass within	mass. %	37
4.3.	4÷5 mass within	mass. %	33
4.4.	Masses less than 2 and more than 5	mass. %	4
5.	<i>Pellet density</i>		
5.1.	Saturated Density	g / cm ³	0,88
5.2.	Probable density	g / cm ³	2,79
5.3.	Actual density	g / cm ³	3,68
6.	Strength Decomposition	%	72

The results of the work can be used as a starting point in the design of equipment and devices used in the processing of used aluminum oxide to obtain secondary products from it.

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ROLE OF THE QUALITY OF EDUCATION IN NATIONAL ECONOMY OF THE REPUBLIC OF UZBEKISTAN

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Abstract: Quality of education is acquiring primary importance as it is a central problem of education system throughout the world today. Growing

accessibility of higher education contributes to the development and activation of human resources of the country, rise of regions and realization of youth rights to higher education. Therefore, the article shows the reasons that reduce the quality of education, suggests ways to reform and improve a system of higher education in the republic.

Keywords: quality of education, national economy, educational services, university, quality assessment, information technologies.

Human resources development is the most important component of Economic Development Program of the Republic of Uzbekistan. Improving abilities, knowledge and life skills of labor force through higher education increases labor productivity, which, in its turn, accelerates the economic growth of the country. At present, it is necessary to introduce advanced information technologies into education, without which the development of digital economy is impossible [3].

As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev emphasized in his Address to Oliy Majlis: "This year we should make radical turn in the development of digital economy and provide for the development of the program "Digital Uzbekistan - 2030 " [1]. It is aimed at increasing the potential of domestic ICT market, digital transformation of public services, creating favorable conditions for further development and elaboration of new information technologies and software products, developing human capital and improving personnel training and retraining in the sphere of information technologies [2]. Computers and means of communication are those technological advances that radically change all aspects of human life. The advent of information and communication technologies marks the entry of humanity into a new era [4].

At present, Uzbekistan attaches a particular importance to the quality of education. Therefore, a necessity to find ways to improve it gives an opportunity to increase the level of training highly qualified specialists. As a result of such research, the following reasons which decrease the quality of higher education were identified in the republic.

1. With the collapse of the Soviet Union, teaching staff has practically remained the same, some of them have left for the countries of near and far abroad. The proportion of new, young teachers remains low and due to the lack of teaching experience, they still do not have sufficient qualifications, which dramatically affects the quality of education.

2. The quality of education at the universities in the regions of the republic has always been low due to insufficient qualifications of faculty, material and technical and educational and methodological base, and as a result, incomparably shorter time for students to communicate with qualified teachers, lack of high-quality teaching tutorials and textbooks. The

increase in a number of students of branches and correspondence students is mainly explained by commercial interests of the universities of the republic.

3. Weak normative and legal support of the quality of education. In existing legislation there is no any definition of the quality of education. In Regulation on certification, certification refers to conformity of the quality of education to state educational standards (SES). However, state educational standards do not establish clear criteria and mechanisms for determining the quality of education. There is no single normative definition of the quality of education, which leads to the fact that everyone understands it in their own way. All it is a consequence of the fact that educational policy and educational system do not pay due attention to the problem of the quality of education.

4. An insufficiently high percentage of graduates possesses knowledge, skills and abilities which are required by present market living conditions and, first of all, the requirements of labor market. Many educational programs need to be adapted and directed to formation of systematic creative thinking, high information, innovation and digital culture. Many graduates do not yet have experience of teamwork, do not have skills to develop and implement real, practically important and significant projects, and use poorly the increased capabilities of new information technologies.

5. Ineffective system of intra-university education quality control. It means that students' knowledge is assessed by same teachers who teach them. That is, in fact, they put marks on their own. Secondly, the existing system does not contribute to motivation of teachers, since material and moral encouragement, their career does not depend on quality of knowledge of the students they teach. Thirdly, each teacher has his own scale of education quality, which leads to the lack of single measure in measuring the quality of education. Therefore, the mark "3" of one university may be better than the mark "5" of another university. In the absence of single measure to assess the quality of education, the meaning of the concept of "quality of education" is generally lost. In addition, it becomes unprofitable for university teachers to tighten requirements for the quality of students' knowledge, because a large dropout of students leads to decrease in financial income. This is especially true for contract students, branch and correspondence students.

6. Poor quality in formation of "raw materials" implies admission to the first year of applicants. The main reason for this is inefficient work of schools, lyceums, colleges due to a number of objective and subjective reasons. Currently, in Uzbekistan it is possible to enter universities by paying for a "super contract", which leads to the fact that applicants who do not have sufficient basic knowledge enter universities and it leads to the fact

that students with different level of knowledge study in one group. Teachers have to rely on knowledge of these students, giving less time to gifted students, due to its lack. The question arises, but how can a high-quality product be made from “bad raw materials”?

7. Most universities of the republic are extremely slowly changing in accordance with the requirements of labor market. Many universities have not yet formulated their mission, which is very important in education. But one of the main requirements of modern educational management is the presence of clear and pure mission formulated on the basis of the analysis of social order (employers, the state, local community, etc.).

8. An imperfect system of state quality control of higher education, which is carried out in the form of certification. There is no single measure and mechanism for objective measurement of the quality of education. Each certification committee interprets the quality of education in its own way.

9. Insufficient motivation of students to obtain qualitative education. The reasons for this were laid back in the past, when all university graduates were guaranteed to be provided with work and opportunity to make a career. The diploma guaranteed employment and, unfortunately, often became an end in itself. This, in its turn, gave rise to corruption in admission to universities and studying in it as well. Nowadays, these processes are also revealed and, ultimately, the quality of education remains at the wrong level.

10. Inadequate funding, as it is well known that qualitative education is expensive.

This analysis is not certainly exhaustive and objective from the author point of view and requires discussion, additions, corrections for above proposed reasons for improving the quality of education at the universities of the Republic of Uzbekistan, but, it seems, will improve the quality of higher education in the country.

At present, Uzbekistan should implement the most effective mechanisms for reproducing social and political structure of the state and qualitative growth of the workforce, while taking into account the provision of conditions for progressive development of national economy. Improving the quality of education in Uzbekistan and its role in market transformation of the society is today a central problem of education system in the republic. Only high qualitative education can be a decisive factor in sustainable development of the country. In this regard, the problems of the quality of higher education in the Republic of Uzbekistan should be carefully analyzed.

The name of the year proposed by the President of the Republic of Uzbekistan will undoubtedly contribute to this: “The Year of Science, Education and Development of Digital Economy” [1]. Therefore, in the context of the reform of higher education in the republic, one of the important components of improving the quality of higher economic

education is educational and methodological work, as well as development of pedagogical and information technologies, the work on formation and integration of new-generation educational and methodological complexes, development of digitalization in all sectors of economy, and , of course, education.

Quality is understood as a totality of properties of the object to satisfy certain needs. We can say that the quality of education is an ego of a set of characteristics of professional consciousness that determine the ability of specialist to carry out successfully professional activities in accordance with the requirements of economy on modern stage of development. There are various factors that hold the education system closer to international standards. In particular, there is no single system for ensuring the quality of education and a system that motivates universities to implement principles of achieving and improving continuously the quality of their work.

The urgency of the problem of assessing and managing the quality of education is explained by the fact that over the past decade, higher education has become widespread that arose growing concern for the quality and efficiency of educational process.

Important documents on reforming education, adopted recently at the highest state level in our country touch upon the problem of improving quality, as one of priority ones.

Today, all educational institutions, all teachers, clients, students, graduate students and consumers stand for the quality of education. But each category has its own concept of quality. As a result, we have various factors that stop approaching educational system to international standards. In particular, there is no single system for ensuring the quality of education and a system that motivates universities to implement principles of achieving and improving continuously the quality of their work.

Recognizing the fact that high-quality of higher education is the main component of the life of the country and economic well-being, strategic solution to the problems of the quality of education is an important step in meeting growing demand of individuals, society and a state for high-quality of higher education. It should be noted here that throughout the entire period of the work at the university, employees and teaching staff should be active and enthusiastic in improving work, which is the key to the quality of the university. We should look for new ways to provide educational services not because the old ones are bad or problematic, but just because there may be better ways to improve the quality of education.

Thus, improving the quality of higher professional education, today, is seen as a comprehensive State Program requiring the effectiveness of teaching, research and management activities.

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PARLIAMENT ACTIVITIES DURING A PANDEMIC: EXPERIENCE OF FOREIGN COUNTRIES AND UZBEKISTAN

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Abstract: This article analyzes the activities and working methods of world parliaments during the coronavirus pandemic, as well as materials collected by the Inter-Parliamentary Union. The activities of the chambers of the Oliy Majlis of the Republic of Uzbekistan during a pandemic with specific examples are disclosed. The article concludes relevant proposals for amending legislation to improve the activities of the chambers and structures of the Oliy Majlis during a pandemic.

Keywords: Covid-19, pandemic, Inter-Parliamentary Union, parliament, Oliy Majlis, plenary meeting, fractions, committees, Kengash chambers, remote work, rule of procedures.

It is no secret that the threat of coronavirus has already reached the world, with the exception of a few countries, and is one of the main problems on the agenda. Whether it is an epidemic or a pandemic, it is only natural that the parliament should continue to function, especially if it is within its jurisdiction. Well, the question naturally arises as to how parliaments work in such a situation.

Parliaments around the world have been forced to change their procedures in response to the new situation caused by the Covid-19 pandemic. They changed the procedures and forms of voting, plenary