



FEATURES OF WORLD RANKINGS OF UNIVERSITIES

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Article history:	Abstract:
Received: March 10 th 2022	An important component of the modern world market of educational services is the compilation of global university rankings. This article presents the methodology of the Big Three international rankings, in particular, the criteria of QS World University Rankings, Times Higher Education World University and Webometrics are considered.
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INTRODUCTION

In recent years, ratings have become an important attribute of the global market for educational services. The main factor in the competitive success of the university is its reputation in the national and international markets of educational services. Rating (from the English rating-assessment, position, rank) means an expert assessment of the quality of a particular object.

The high position of the university at the global level is a serious contribution to the formation of the country's image, and as the educational services market globalizes, it ensures the growth of the level of human capital in the region, attracting investments. There are enough reasons for this: according to the experts of the World Education Monitoring Report and the International Institute for Educational Planning at UNESCO, today, out of more than 200 million students in the world, about 4 million people are actively moving to foreign universities.

LITERATURE ANALYSIS

The study of the essence of the competitiveness of universities, as well as methods for its assessment, is presented in the works of numerous scientists. The study of the problems of the rating system of higher educational institutions is analyzed in the works of S.V. Levinzona, N.V. Tsarkova S.V. Ablameiko, M.D. Zhuravkova, V.V. Samokhvala, O.A. Kushneva, I.A. Rudskoy, N.G. Fersman, A.S. Epifantseva, A.I. Podberezkin and many other authors.

Authors Podberezkin A.I., Bolshova N.N., Podberezkina O.A. note that global university rankings encourage national governments to strengthen policies towards so-called world-class universities. The positions of universities in world rankings largely reflect the ability of the countries they represent to influence global processes [2]. Nevertheless, most scientists agree that international competitiveness rankings are a global

phenomenon and today rankings are the most popular method for assessing the performance of universities. The history of university rankings originates in the United States, where since 1870 a special commission on education began to publish annual reports with statistical information on the educational institutions of the country. The modern history of university rankings dates back to 1983, when the U.S. News & World Report (USA) published its first college rankings.

There are many different ranking systems for higher education institutions. These assessment systems are constantly changing under the influence of globalization processes, as well as due to the development of methods and tools for processing evidence.

Among the most significant rankings of the best universities in the world today are the following:

1. *Rating of the best universities in the world (THE World University Rankings).*

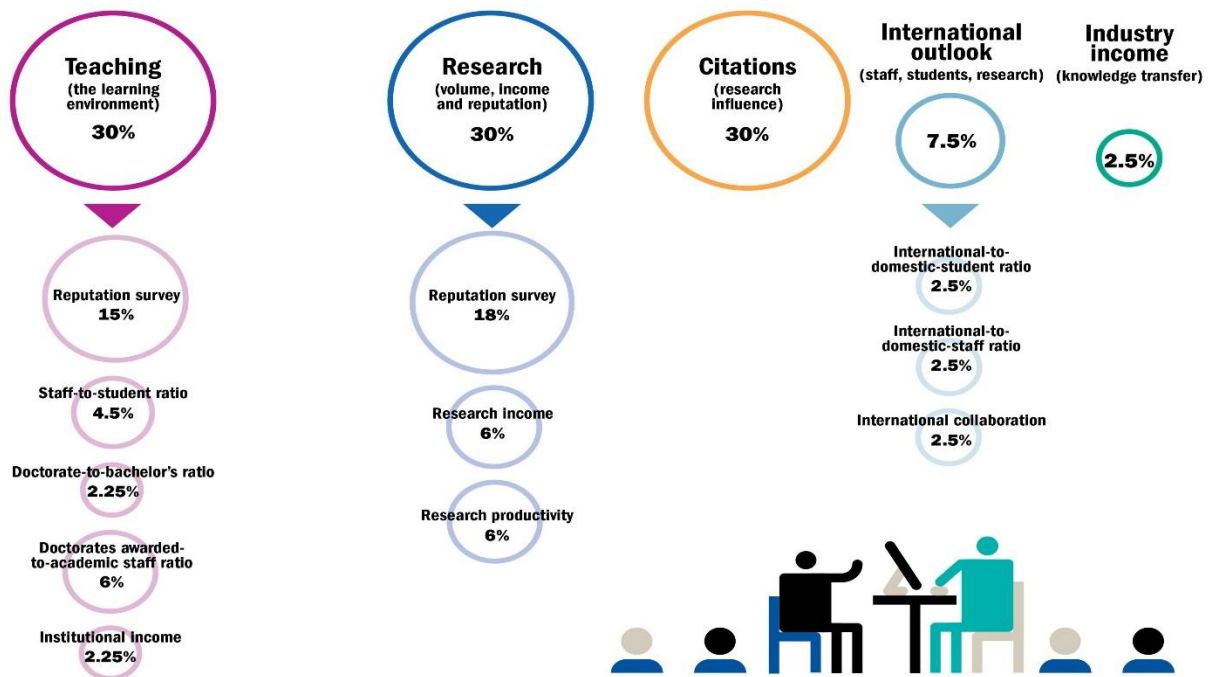
THE World University Rankings is considered one of the most influential global university rankings. Calculated according to the methodology of the British edition Times Higher Education (THE) with the participation of the information group Thomson Reuters. The ranking was developed in 2010 by Times Higher Education together with Thomson Reuters as part of the Global Institutional Profiles Project and replaced the popular World University Rankings, which has been produced since 2004 by Times Higher Education together with Quacquarelli Symonds.

The analysis of activity of higher educational institutions consists of 13 indicators. The main evaluation criteria are international student and teaching mobility, the number of international scholarship programs, the level of scientific research, contribution to innovation, the citation of scientific articles, the level of educational services.

The table below shows the indicators used to evaluate the activities of universities. (Table 1.)



THE World Reputation Rankings (THE): university ranking methodology
Methodology



2. Rating of the best universities in the world (QS World University Rankings).

In 2010, as a result of rethinking the accumulated errors and criticism from the world academic community, the above ranking ceased to exist, splitting into two

independent rankings. The QS company continued to compile its assessment system: QS World University Rankings (QS), which takes into account six main criteria for the activities of universities (Table 2).

QS World University Rankings (QS): university ranking methodology

THE World University Rankings (Thomson Reuters)	THE—QS World University Rankings (and U.S. News)*
Citations, Research Influence (30%)	Academic Reputation 40%
Research, Volume, Income and Reputation (30%)	Survey (current response past 3 years)
Reputation (18%)	Employer reputation 10%
Income (6%)	Global survey
Papers published* (6%)	Student-faculty-ratio 20%
Teaching: The Learning Environment(30%)	Citations per Faculty 20%
Invitation Only Reputation Survey* (15%)	International Faculty Ratio 5%
Staff/Student Ratio (4.5%)	International Student Ratio 5%
Doctorate/BA (2.25%)	
Doctorate awards (6%)	
Income/Staff (2.25)	
International Outlook (7.5%)	
Industry Income (2.5%)	

The rating evaluates universities according to the following indicators: the activity and quality of research activities, the opinion of employers and career potential,

teaching and internationalization. Annually Over 2,500 higher education institutions around the world are evaluated annually in the study. Professors and heads



of universities with an average experience in science of 19.6 years take part in the survey of representatives of the international academic community. Among them are leading scientists and rectors of more than 500 universities. The rating includes only those educational institutions that conduct multi-level training of students, and are not limited only to the training of graduate students and do not specialize in any one area of activity.

3. The Ranking Web of Universities (Webometrics) rating from the Cybermetrics Lab research group, which is part of the National Research Council of Spain, has been published since 2004 twice a year. The ranking represents the result of ranking universities in terms of content and content updates, as well as the relevance and popularity of websites. It is the most authoritative ranking of the presence of universities in the virtual space. (Table 3)

Ranking criteria Ranking Web of Universities (Webometrics)

INDICATORS	MEANING	METHODOLOGY	SOURCE	WEIGHT
PRESENCE		This indicator has been discontinued		
VISIBILITY	Web contents	Number of external networks (subnets) linking to the institution's webpages (normalized and then the maximum value is chosen)	Ahrefs	50%
	Impact		Majestic	
TRANSPARENCY (or OPENNESS)	Top cited researchers	Number of citations from Top 210 authors (excl. top 20 outliers)	Google	10%
		See Transparent Ranking for additional info, specially the reasons for exclusion	Scholar Profiles	
EXCELLENCE (or SCHOLAR)	Top cited papers	Number of papers amongst the top 10% most cited in each one of the all 27 disciplines of the full database Data for the five year period: 2016-2020	Scimago	40%

CONCLUSION. According to the results of the study, it can be concluded that ratings play a key role. Getting into the world or national ranking in the leading places, the university dramatically increases its attractiveness not only for applicants, but also for employers, investors and the state, which can provide it with additional subsidies.

We have tried to consider in as much detail as possible the existing approaches to global ratings in terms of their compilation procedures. The analysis carried out allows us to draw the following conclusion: the rating values of universities in global rankings are more dependent on the methodology of their compilation than on the real processes taking place today in the global higher education system. That is why the results of various global rankings are weakly correlated with each other.

Global rankings have become a "phenomenon of the XXI century" in the global system of higher education, a response to the needs of the market, considering the

possibility of obtaining education not only in their own country, but also abroad.

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