

METHODOLOGICAL BASIS OF EDUCATION QUALITY MANAGEMENT

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ABSTRACT: It is also important to computerize and informatize the quality management system of education, to integrate education quality management with the state system of education and financing of educational institutions, and to introduce special models and systems of education quality management.

It is known that it is impossible to fully cover all the relevant tasks specific to the management of the quality of education in one study, as this requires consideration of all the many normative-legal, socio-psychological, institutional and other factors.

KEYWORDS: concepts such as education, quality and quality of education in research, quality management of education, improvement of systematic management of the quality of education and their evolutionary development.

Introduction

Ensuring the quality of education is a planned, pre-planned and technologically sound management aimed at creating the most optimal conditions for the necessary level of professional training. It is also important to computerize and informatize the quality management system of education, to integrate education quality management with the state system of education and financing of educational institutions, and to introduce special models and systems of education quality management.

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In this regard, taking into account the specific features of the research, this research, which is carried out within the framework of the theory of higher education, is aimed at developing the conceptual framework of management. In general, the setting of this goal is closely related to the formation of connections with some new subjects (and, of course, subjects) in the field of theory and practice of higher education. We are talking about the concept of a higher education system, which reflects the conceptual basis of the practice of quality management in higher education. On the other hand, the specific practice of quality management in education has both general and specific features in relation to the practice of managing education systems.

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As a leading aspect of this study, many problems related to the development of higher education quality management systems and the creation of their models on the example of the national education system were discussed. Accordingly, research hypotheses are characterized by the identification of new subjectivities and new subject positions, and require the identification of several aspects of it.

The theoretical and methodological aspect of the hypotheses is related to the need to consider the problem of quality and quality management in the context of a phenomenological approach. In particular, it indicates the relevance of several (at least historical-cultural, normative-legal and scientific-pedagogical) views on the quality of higher education.

From the point of view of organizational and managerial quality assurance of higher education, the following three basic mechanisms of quality management can be distinguished: multi-level hierarchical standardization of higher education, management of higher education processes, as well as strategic management of higher education quality [1].

Finally, in terms of values, working to improve the quality of higher education in the context of the functioning and development of the higher education system is a leading link in all innovative processes in education, in other words, quality is seen as a decisive factor in modernizing the entire education system.

Achieving the goal based on the assumptions and tasks thus defined depends on the existing experience in theory and practice of developing and implementing a quality management system, as well as the original problems of quality management, by establishing research laws that are determined by the tasks arising in the research.

Below we divide this law into separate blocks of problems and consider the corresponding research tasks and the methodological hardware used in them.

The first block of problems is determined by the need to conceptualize the concept of quality on the basis of assumptions within different systems (the problem is to determine the normative-legal, historical-cultural and theoretical-methodological aspects of the modern concept of quality).

Indeed, showing quality improvement as a leading mechanism for modernizing the entire education system has only emerged in recent years, so it is important to limit the scope of the concept of quality problem applied to the higher education system, defining the content of the current quality problem concept.

First of all, when considering this problem, it is important to identify the semantic field in which there is a concept of quality in the main normative legal acts that define the goals and objectives of education in the Republic of Uzbekistan. The second aspect of this problem is to identify the scientific-theoretical as well as intuitive assumptions that are relevant based on our discussion of the quality problem. Finally, in this order, there is a need to redefine theoretical concepts about the nature, purpose, structure, and conditions of effectiveness of higher education in quality categories.

In this regard, the intuitive concept of the quality of higher pedagogical education (the second group of problems), which is expressed in the form of additional basic assumptions and assumptions about the nature, direction, criteria and specificity of education, plays a special role. These include:

- Competent approach to pedagogical education, which is manifested through the creation of a personal system of pedagogical education, the rationality of pedagogical activity, the possession of specific pedagogical techniques, which has set itself the noble goal of achieving the highest level of efficiency in educational activities;
- a professional approach to the professional thinking and activities of the teacher, reflecting the most important requirements of a particular social and cultural context;
- Individual-creative approach to pedagogical education, which focuses on the development of non-specialized qualities and characteristics of the human personality, such as openness, communicativeness, self-expression and self-awareness [2].

According to the results of defining the conceptual basis of the quality problem, a third group of problems related to the need to establish a quality management mechanism arises. Indeed, a conceptual understanding of this or that phenomenon is a necessary but insufficient condition for the development of a model of influencing it in the desired direction. Our study identifies three main mechanisms that significantly affect the dynamics of education quality. These include:

- standardization of education: it should be understood as a multifaceted practice of analysis, development, application of the effectiveness of the goals and norms of educational activity;
- quality management of educational processes: it should be understood as a description of all the processes carried out in educational institutions, the norms of the effectiveness of these processes, which are then continuously improved according to the standards of application;
- strategic planning and organizational management: it should be understood as a set of measures taken to create a system of higher education, a system of management of innovative processes aimed at achieving the highest level of quality.

The fourth group of problems arises in connection with the need to define the essence and forms of standardization of higher education as one of the leading factors and mechanisms of quality management at the level of the education system. Our further research will consider three main parts of standardization of the quality of higher education at the level of higher education institution.

The concepts of standardization proposed in the research are broader than the traditional notions of standardization in the form of norms, which should be adapted to the entire educational activity of the higher education institution. In our view, the concept of standardization is more modern and effective in describing, standardizing and restructuring the

core values and norms of educational activity that meet the interests and needs of the state and the educational institution.

The fifth group of problems is related to the need to develop and supplement the basic criteria and indicators of quality of education (ie, standardized at the level of state educational standards) at the expense of the requirements set at the level of higher education. It should be noted that the highlighting of this component is due to many reasons, including the multidisciplinary system of financing educational activities, in which the volume of educational services is determined by the proportion of funding for educational programs from the state and local budgets.

The sixth group of problems is related to the study of the content of pedagogical training programs as one of the factors ensuring the quality of education. At the same time, it is very important that the following be developed, tested and put into practice:

- A regional standard that defines the needs, directions, level and structure of higher education in the whole region by profession;
- Cab-based standard, which defines the purpose and structure of certain processes of training in higher education institutions within the general framework of the higher education system;
- A standard that allows the formation of basic ideas, knowledge and skills for pedagogical activities [3].

The next, seventh group of issues discusses the important fundamentals and possibilities of creating a model of systematic management of the quality of education. The main criteria for quality are the technologies used in the educational process, the model of monitoring the results of educational activities, as well as the scientific and informational resources used. The general model of creating a systematic management of the quality of education requires that the level and indicators of each individual educational process be separated in accordance with the established criteria, with subsequent optimization of the system.

Within the analysis of alternative schemes and models of the organization of quality management of educational processes are divided into the following main criteria and descriptions [4]:

- In the system of quality management of educational technologies: cultural and historical model of educational activity, spatial and informational enrichment of the educational environment, as well as the cultural and educational status of the participants;
- In the system of quality management of educational results: formative and rating forms of accounting for educational results;
- in the system of management of educational conditions: external, internal and corporate information, the processing of this information and the management of the flow of information in it, its use in training processes leads to a unique phenomenon of constant updating of scientific information sources.

The next, eighth group of problems is related to the need to identify the key factors that determine the change in perceptions of issues related to the quality of modern higher education. In fact, the number of these factors is large, of which four main groups of factors differ in content [5]:

- in the field of public policy in education - the transition to a modern market economy model, in which education is seen not as a centralized system of training, but as a market environment that meets both existing educational needs and future educational needs;
- in the field of quality management theory and methodology - in connection with the development of mechanisms and norms adopted by all in the field of quality management and general conceptual model of quality management in the following decades;
- In the field of scientific and theoretical support for solving the problem of quality in education - in recent years, conferences have been organized throughout the country, which discussed all levels of development and implementation of quality management systems; in addition, a number of centers have been established that routinely develop the theory and practice of objective diagnosis of learning outcomes.

Finally, the last ninth group of issues discussed in this paper is related to the identification of important approaches to the development of a quality management system for higher pedagogical education at the higher education institution level. In particular, the combination of strategic planning with attempts to find the most optimal ways of determining the theoretical directions of quality management plays a special role here. Careful consideration and analysis of both the strengths and weaknesses of the education system is another important factor.

The overall result of the work done is the creation of mechanisms to address the problem of quality and quality management in higher education. We draw attention to the following fact, which does not correspond to the general

rules: traditional notions of improving the quality of education are formed within the framework of specific (mainly quantitative) changes in one or another criterion in quality measurement, their accuracy, level of obligation. At the same time, the most important issues of socio-psychological, cultural, systemic conditioning of this or that phenomenon in the quality of education systems are almost not considered.

In the context of our study, on the contrary, the greatest attention is paid to the fact that quality is based on one or another aspect. Accordingly, the problem of quality management in higher education (and, consequently, improvement) is brought from a specific interdisciplinary space between the teacher and the student of higher education to a more multidimensional range of socio-cultural processes and systems that define key concepts and needs in quality improvement. Thus, the direction of solving the problem of quality also varies from improving only some forms of organization of educational activities to the needs of customers of educational activities and the development of the entire education system, taking into account the prospective needs to gain a competitive advantage in the global educational environment.

The change in attitudes about the problem of the quality of education is not closely related to the change in the exact scientific views on the theory and practice of education. These changes are due to the need that has emerged in recent years to ensure that higher pedagogical education deserves its own existence and development in a competitive environment with a more robust university education as well as a more flexible distance learning. Thus, the revision, more precisely, the formation of modern notions about the quality of higher education is a response to the call of the new socio-cultural situation formed in education. In our opinion, the answer to this call will determine the prospects for stabilization and development of the entire higher education system.

Conclusion

In this study, concepts such as education, quality and quality of education, quality management of education, improvement of systematic management of the quality of education and their evolutionary development are considered. Using them without knowing the exact meaning of each concept, its origin and evolution, may not give a coherence of opinions.

In describing education, it has become customary to look at it from the perspective of the individual, the state and society, continuing education, science and industry, which are the interrelated key components of the national training program. Divided into specific sections, this description not only provided an opportunity to define “who wants what and what to expect from education,” but most importantly, it provided an opportunity to articulate the strategic goals of education development and education quality management.

The research considers education as a goal-oriented educational process in the interests of the state, society and citizens, as a process aimed at ensuring that students achieve the results set by the state educational standards and requirements. Education is a process of transmission of human knowledge and experience from generation to generation, a synthesis of teaching and acceptance, based on the goals of teaching and is valued as a means of linking the development of society.

In this work, it is assumed that quality is the objective and general description of the properties of objects that are known together.

It is a complex description of the professional understanding of the quality of education, defined as the ability to work successfully in accordance with the requirements of economic development at the stage of modern development, the balance of learning goals and outcomes, the measure of achievement.

Quality of education is also considered as a set of social events that determine the state and effectiveness of the educational process in society, the needs and expectations of society (various social groups) in the formation and development of civic, domestic and professional potential of the individual.

Based on the above, the following definitions were adopted:

Ensuring the quality of education is a planned, pre-planned and technologically sound management aimed at creating the most optimal conditions for the necessary level of professional training;

education quality management is the design, achievement and support of the quality of the conditions of the educational process and ensuring its implementation and results.

In terms of values, the work on improving the quality of higher education in the context of the activities and development of the higher education system is a leading link in all innovative processes in education, in other words, quality is considered a decisive factor in modernizing the education system.

Achieving the goal based on the assumptions and tasks defined in this way allows to connect the development and implementation of quality management systems with existing experience in theory and practice, as well as the

following problems of quality management by creating research laws that are determined by the tasks arising in research.

1. First of all, it is important to define the semantic field in which the concept of quality exists in the main normative legal acts defining the goals and objectives of education in the republic. When discussing a quality problem, it is important to identify scientific as well as intuitive assumptions. In this order, there is a need to redefine the theoretical concepts of the essence, purpose, structure and conditions of effectiveness of higher education in the categories of quality.
2. The very intuitive concept of the quality of higher pedagogical education, which is expressed in the form of additional basic assumptions and assumptions about the nature, direction, criteria and specificity of education, plays a special role as the next problem.
3. Based on the results of defining the conceptual basis of the quality problem, there are problems with the need to establish a quality management mechanism. Indeed, a conceptual understanding of this or that phenomenon is a necessary but insufficient condition for the development of a model of influencing it in the desired direction. The study discusses the mechanisms that significantly affect the dynamics of the quality of education.
4. The next group of problems arises in connection with the need to define the essence and forms of standardization of higher education at the level of the education system as one of the leading factors and mechanisms of quality management.
5. There are also problems with the need to develop and meet the basic criteria and indicators of quality of education (ie standardized at the level of state educational standards) due to the requirements set at the level of higher education.
6. The next group of problems is to ensure the quality of education, the content of educational programs for teacher training related to research as one of the factors.
7. The next group of issues discusses the important foundations and possibilities of creating a model of systematic management of the quality of education. The general model of creating a systematic management of the quality of education requires that the level and indicators of each educational process be separated according to the established criteria, with subsequent optimization of the system.
8. The next group of problems is the need to identify the main factors that determine the change in perceptions of the quality of higher education today.

In conclusion, significant changes have taken place in recent years in the field of education in general and in education management in particular. The main goal of further reforms is to combine education with an effective management system that serves the interests of rapid development in the state and society, the high quality of education, its diversity and focus on meeting the needs of the individual and society.

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