



THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF IMPROVING THE QUALITY OF EDUCATION IN NON-STATE EDUCATIONAL INSTITUTIONS

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Annotation: *Modern society requires the training of qualified specialists from non-state educational institutions based on innovations. Therefore, the issue of the quality of graduates of higher educational institutions is of decisive importance from the point of view of educational reform. Competence-based education, which includes the use of active learning methods, the creation of conditions for the formation of students, cognitive, communicative, organizational, moral and self-help experience, is the most important part of the innovative educational process. shown to be effective. other issues of professional activity - evaluation of achieved results, i.e. evaluation of student competence. The fact that the educational process is organized on the basis of the ideas of competence helps to prepare competitive specialists with educational quality and professional competence.*

Key words: *quality of education, quality of personnel training, competence, competence, professional model, competence approach, innovative teaching methods, konkurentosposobny expert.*

The problem of education quality, control of educational activity

Today, most of the countries of Central and Eastern Europe, including Russia, are engaged in a global reform of their country's education system.

framework for monitoring and evaluation of educational activities. These countries began to set norms (standards) in the development of personnel training programs, which is an important stage of national policy as a component of education and its quality control. These norms (standards) are a necessary basis for setting educational goals, creating a unified pedagogical space in the country, and thanks to them, a uniform general level of education of young people is ensured in various types of educational institutions. Any analysis of the educational sector, development of any rating of the activity of educational organizations or systems is always related to the choice of assessment. This will be a decisive factor in the formation of approaches to the study of parameters of the quality of education as an independent category. Pedagogues, economists, and politicians are engaged in studying the issues of improving the quality of education, looking for opportunities to develop the educational system. The interest in quality education and the formation of human resources is manifested in the development of new standards and the introduction of new mechanisms of quality assessment systems. monitoring is carried out to obtain data: the results of student training, the work of professors and teachers, educational programs, material and technical support, required requirements. the number of educational institutions (from preschool to higher education), etc. Therefore, for a comprehensive



analysis, we distinguish several approaches within the framework of classification based on assessment methods and subjects.

The approach is considered according to classifications: objective and relativistic. According to the objective approach, quality is understood as objective measurements, reporting of facts and the possibility of comparing the results of different educational institutions, levels and forms of education. The data obtained in the research process are indicators of the development of a particular educational institution and allow a comparative analysis of the entire educational system. This approach is used to confirm the values to be achieved by a certain date, to compile a ranking of schools and universities according to performance indicators.

If we consider the approaches to determining the category of "quality of education" from the point of view of the attitude to the educational process and the activities of educational institutions, objective and relativistic approaches are suitable for the external side of evaluation. The third approach is based on the analysis of the processes taking place in the institution itself, that is, research within the framework of the "concept of development". The main value of this approach is internal self-examination, not external evaluation from a higher authority. The purpose of such research is the conditions for ensuring the quality of education at the present time. This review includes both indicators and surveys. The first one is taken into account to determine the level of educational achievements, the teaching staff, the second one helps to evaluate the attitude towards the educational institution itself, its role in the educational process, and to identify the causes of dissatisfaction. Such an approach does not replace external evaluation, but it more fully reveals the causes of positive experiences or deficiencies affecting the educational process in general. Such a tool includes improvement from within, in contrast to objective and relativistic approaches that compare the quality of education with the quality of the institution's activities and, as a result, allocate resources. "molchi" contains the semantic load that it gives to the concept of "quality of education". In the internal evaluation system, these are students, teachers, educational institutions, educational authorities. In the external evaluation system - person, production, society, state, educational system. This approach A.M. fully and accurately described by Novikov in his "How to evaluate the quality of education?" He introduced a rating system through subject and object relations. To date, many countries of Central and Eastern Europe, as well as Russia, have been formed within the framework of global restructuring. Russia has yet to take the necessary steps to create a regular system of performance evaluation. did not educational institution and the education system as a whole. It should be said that there is an important inviolable contradiction in this area: firstly, the autonomy of the educational institution and pedagogical staff from the state in the field of determining the personnel training programs that are sufficiently expanded, and secondly, the independence of the educational institution and pedagogical staff, their activities, which contradicts the systemic processes evaluation of the results by the state. The success of the new policy in the field of education is related to the social and economic processes taking place in society. Thus, openness, distribution of responsibilities, the right to various proposals related to needs are



determined by the principles introduced and implemented in the political and economic spheres, applied in the field of education. To evaluate the quality of education, it is necessary to use not only the examination of student knowledge,

in order to evaluate the quality of education, it is necessary to implement a complex study of the educational institution in all aspects of its activities. There are a number of definitions of quality, for example, from the point of view of the World Standards Institute, quality is the ability of the object to meet the standards is a set of independent characteristics, which meets the expected needs of the needs of the individual and society. , state. A. V. Glichev proposed a unique definition of the concept of quality, which is considered as a set of features and characteristics associated with the ability of an object to meet specified or expected needs. From the point of view of the sociological category "quality of education", it reveals the need to analyze the main component, which is interpreted differently in local science, but is not sufficiently invested in them. modern knowledge about the subject being studied. In the understanding of many scientists, the quality of education is revealed through a system of definitions that reflect the unity of system-structural and value-pragmatic aspects, for example, I. Vyskoch believes that quality is a property for the performance of a product. its intended functions. A. Yakushev interprets quality as a set of features and indicators that determine their suitability to meet specific needs. P. Vasilevsky writes that "the quality of the product means how well it meets the consumer's requirements." According to G. Mackay, the word "quality" means not only the state of the final product or the relative increase in its level, but also all "quality tasks" for research, planning, technology, production, control, and management operations. ". functional unity of the essential properties of this object" and "the quality of the object (event, process) does not fall on its individual properties, but characterizes it as a whole object. I.N. Talented pedagogy as a PROBLEM OF QUALITY OF EDUCATION ... science In our opinion, "Quality of higher education" means a complex nature that reflects not only the objective nature of society, but also the creative principle of society. person On a personal scale, "quality of higher education" is the process of training highly educated professionals who meet certain educational standards. The educational process of professional and personal education gives every student the opportunity to realize himself in knowledge based on his ability, inclination, interest, value direction and scientific experience; educational activity, behavior. In such education, the main focus is on the final goals of learning - obtaining a bachelor's degree. highly qualified... At the same time, there is a problem of optimal use of time allocated for independent work. The situation is such that modern students do not pay enough attention to it, and as a result, the main burden is not on his thinking, but on the student's memory. In addition, in the course of the educational process, it is not a lot of ability to independently decide educational tasks, how reliable the information obtained is. In this regard, the problem of forming an active student who can independently master educational material, apply the acquired knowledge and skills in practice and strive for further self-development arises. Bachelor's degree preparation is possible as a result of the implementation of the organizational model of professional education, created on the basis of the already existing improved model of the educational



program, where great attention should be paid to the formation of cognitive independence of future specialists. The problem of successful training of qualified bachelors is based on clear ideas about the professionally significant qualities of the subject of future professional activity. A bachelor of food production is a highly qualified specialist in the field of formation, organization and development of new products. combines a breadth of general knowledge with knowledge of general principles of the food industry and food industry, capable of distinguishing strategic issues. Requirements given in the state classifier of professions. Quality monitoring in any higher education institution is carried out directly in the form of self-certification, internal monitoring or external monitoring. To form an educational standard, they are based on a pluralistic view of the content, the goals of the standards, and the results that students will achieve. The standards that ensure the successful implementation of the standards are defined as the standards for ensuring the "process" of education.

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