

THEORY OF ADAPTIVE QUALITY MANAGEMENT OF EDUCATIONAL  
ACTIVITIES

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**Annotation** *The article considers the conditions for the introduction of adaptive quality management systems in the activities of educational institutions. The modern approaches of researchers to the definition of the concept of "adaptive quality management of the educational process in higher education" are considered and its main characteristics are highlighted. The authors reveal the scientific ideas of modern researchers about the content of the concepts of "adaptability", "adaptive management", "quality management of education".*

**Keywords**-*adaptability, adaptive management, quality management of education, adaptive quality management of the educational process, essential characteristics of adaptive management.*

In recent years, the quality problem has been considered as a social category that determines the overall state of the education process. However, quality management cannot be reduced only to quality control. It includes, as well as any management, the main functions: planning, organization, motivation, control and regulation of the quality of educational activities of construction universities. Finally, it is a change in the consciousness and thinking of a person, which makes it possible to abandon the old schemes of understanding problems, their assessments and approaches to solving. A new quality is born in the human mind, it destroys stereotypes and dogmas of thinking. Quality management of educational activities is a wide range of problems of education development, their search and solution.[4]

**Adaptive management** - a set of control theory methods that allow synthesizing control systems that have the ability to change the parameters of the controller or the structure of the controller depending on changes in the parameters of the control object or external disturbances acting on the control object. Such control systems are called adaptive. Adaptive control is widely used in many applications of control theory.

As necessary conditions for the effective implementation of adaptive quality management systems in the activities of institutions of higher and secondary vocational education, the following can be identified:

- the design of an adaptive quality management system (QMS) has been completed, taking into account the specifics of the organization with the participation of at least 20% of employees of each structural unit;
- coordination of interrelated processes of implementation of the quality management system is carried out;
- real integration of scientific, educational and innovative activities is carried out in the educational institution, a developing educational environment has been formed;

- leadership of managers is ensured, teachers and employees of the educational institution are involved in the processes of designing and implementing quality management systems,
- procedures are being implemented to assess the degree of implementation of quality management principles;
- the effective functioning of the information support system for basic and managerial processes, based on automation tools, in the future, artificial intelligence technologies and knowledge management, has been ensured.

In order to launch the QMS implementation processes, first of all, the management itself needs to be interested in this system [1]. If the administration of an educational institution sets itself certain tasks of improving the quality of education, scientific and innovative activities, increasing competitiveness, organizes work in a coordinated and systematic manner, then the development of the QMS and its implementation give positive results [2].

Appropriate training of managers and teachers is important. An understanding of the essence of the implementation of quality management systems should be provided, for which appropriate methods, tools, and techniques are mastered. For this purpose, it is advisable to organize training on all issues of the implementation of the principles and elements of quality standards. There is a need for an effective technology for the formation of project competence of employees involved in the development and implementation of a quality management system in the activities of educational systems. The introduction of QMS leads to a change in the requirements for special training of teachers – it is necessary to master related subject areas to ensure systematic learning and the development of integrative interdisciplinary connections.

In almost all cases, the QMS is implemented into the existing management system. With the correct organization of this process, the quality management system becomes the basis of an integrated management system, the features of which are:

- awareness by managers and teachers of the need for continuous improvement of the internal processes of the educational institution;
- implementation of a risk management strategy in relation to the quality of education, staff, customers and society, social responsibility, environment;
- consideration of any potentially dangerous events for the processes of the educational institution, from the point of view of possible losses in the field of quality and safety;
- awareness that any measures must take into account the requirements of all stakeholders.

**Adaptive quality management of educational activities-** this is a targeted, preventing changes in the external environment impact on the factors that determine the quality of educational activity, ensuring its desired state, taking into account the current parameters, as in the framework of state educational standards.[4]

The pedagogical model of adaptive quality management of educational activities of university students is based on the following conceptual provisions: orientation to the development of stable cognitive competence as the basis of professional competence in the

conditions of variable uncertainty of the environment; ensuring the nonlinearity of the educational process, allowing to personalize the educational process. activity; creating conditions for interactive interaction of participants in the educational process, their involvement in cognitive activity, involvement, independence and responsibility.

The adaptability of the quality management model of university students' educational activities is ensured by the features of its basic components: the target - by giving students the opportunity to choose the level of the goal and adjust it as they develop; meaningful - thanks to the allocation of a system of general (purposefulness, responsibility, openness, uncertainty, feedback, democracy, necessary diversity, efficiency, proactive reflection, adaptability) and special (motivating management, flexibility and situativeness, subsidiarity, eventfulness) management principles; procedural - through the use of a project approach to the organization of educational activities of students, allowing to provide: independent choice of the project topic by the student, taking into account their own interests and aspirations; the integrative nature of project educational activities, in which there is a convergence of value-oriented, cognitive, communicative, transformative, aesthetic activities; the development of decision-making skills at all stages of the project - from design to reflection and correction; the open nature of holistic productive activities (learning tasks and situations, learning activities, monitoring and evaluation), allowing flexible management of the educational process at each phase of educational activity; control and evaluation component - due to the transition from external quality control of educational activities, through mutual control to internal self-control of students.

The above definitions clearly highlight the goal of adaptive management – ensuring sustainable development and improving the efficiency of the system. However, problematic issues also arise. Firstly, attention is focused on the fact that adaptive control is interpreted through the parameters of a controlled system – a constant change in its parameters. We note that, in general, the effectiveness of the quality management of the educational process in the activity of the teacher depends on the final result that we receive at the exit from the higher school of students, which is why it is so important to ensure adaptive quality management of education and monitoring of events.

Conclusion. So, the analysis showed that adaptive systems differ in a number of features, the main one of which, according to most researchers, is the ability of the management system to take into account promptly and ahead of the challenges of the internal and external environment in making management decisions in relation to the system. This general idea of adaptive management systems can be implemented in the quality management of the educational process at different levels of its implementation. In this context, we have identified the main features of the concept of "adaptive quality management of the educational process in higher education". In general, adaptive quality management of educational activities in the modern educational system involves the study of the state of quality parameters through the assessment of the content and conditions of educational activities.

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