

9-27-2021

Development of scientific concepts "quality", "quality of education", "quality management of education"

Dilnavoz Makhmetova Senior teacher

Tashkent Pediatric medical institute, nigoraruzikulovaphd@gmail.com

Follow this and additional works at: <https://uzjournals.edu.uz/cjedu>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Makhmetova, Dilnavoz Senior teacher (2021) "Development of scientific concepts "quality", "quality of education", "quality management of education", *Central Asian Journal of Education*: Vol. 6 : Iss. 1 , Article 16.

Available at: <https://uzjournals.edu.uz/cjedu/vol6/iss1/16>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Central Asian Journal of Education by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.

Development of scientific concepts "quality", "quality of education", "quality management of education"

Makhametova Dilnavoz-Senior teacher of English,

Department of foreign languages, Tashkent Pediatric medical
institute, Tashkent, Republic of Uzbekistan.

dmahametova1979@gmail.com

ABSTRACT: The article is devoted to the study of the problems of quality management in higher education. The author develops an integrated approach to understanding and measuring the quality of the educational process. The article clarifies and systematizes various approaches to assessing the main directions of quality management of educational services to ensure competitiveness in the field of higher education in Russia.

KEYWORDS: Quality management / higher education / educational services / quality assessment / competitiveness.

At different periods of time, the state and society put forward certain requirements for HEU graduates and there by determined the importance of higher education. At this time, education is an important factor in the self-development of the individual, economic and socio-cultural progress, spiritual and moral renewal and development of society as a whole. Against the background of modern transformations, a special place is given to the training of specialists with higher education. The key parameters of the socio-economic importance of higher professional education are considered to be efficiency and quality. The quality of education determines the well-being of the country's economy not only at the moment, but also in the future, in connection with which it is considered as the country's national treasure.

Currently, there is a growing interest in the problem of quality management in higher education. This is due to the following circumstances: expansion of the educational space to the European level, increased international mobility of students and teachers [19]. The internationalization of the labor market leads to the need for mutual trust in the quality of a specific higher professional education.

Let us examine the basic concepts of this research - “quality”, “management”, “quality of education”. Great thinkers of the Near and Middle East - Abu Reikhan Muhammad ibn Ahmed al-Biruni, Abu Ali Hussein ibn Abdullah ibn Sina, Abu Yusuf Yakub ibn Ishaq Kindi (al-Kindi), Abu Muni al-Qubadiyani al-Marwazi al-Marwazi A Nasir A Nasir ibn Muhammad ibn Hasan Abu Bakr Nosir ad-Din Tusi, Abu Nasr ibn Muhammad Farabi (al-Farabi), Giyasaddin Abul Fath ibn Ibrahim Omar Khayyam, Muhammad ibn Musa Khorezmi (al-Khorezmi educators) and education of the younger generation. Encyclopedic scientists developed the essence, methods, forms, means and principles of teaching and upbringing, they laid down many pedagogical ideas that are in demand at the present time, and are relevant in solving the issue of managing the quality of education

Scientists interpret quality in various aspects - both as a functional unity of the essential properties of an object, and as a set of properties organically interconnected by the law of interaction, and as an integral characteristic of a thing as a system with a certain structure [9, 12, 15]. It is known that quality as a relative concept has two aspects: 1) compliance with standards or specifications; 2) compliance with the needs of the consumer. The best option, in our opinion, is the harmonization of these two aspects. Researchers of education quality problems highlight a number of methodologically important conclusions:

- 1) the quality of education is a combination of its properties, which allows solving problems of comprehensive education and harmonious development of the student's personality [3];
- 2) it is legitimate to consider the quality of education both as a whole, integrally, and in procedural, resulting aspects [6];
- 3) the quality of education as a process is the quality of interrelated teaching and learning activities that take place within the framework of an organized educational process ;
- 4) the quality of training is determined, first of all, by its ability to ensure the formation of such properties of knowledge in learners as the completeness, depth, efficiency, flexibility, concreteness, generalization, awareness, strength [9];

5) the quality of education (training) should be considered from a systemic and structural point of view, suggest the allocation of defining properties in the context of their most significant external and internal relations.

In the Pedagogical Encyclopedic Dictionary of Concepts and Terms on Education, “the quality of education of graduates” is interpreted as a certain level of knowledge and skills, mental, physical and moral development, which graduates of an educational institution have achieved in accordance with the planned goals of education and upbringing. Here the quality is linked to the planned learning objectives [14].

In the scientific literature, quality is increasingly associated with its management. In foreign publications, in particular in the work of M. Mertenson, M. Albert and F. Hedoury , management is considered both as a special type of activity and a stimulating element of social change, and as a process of planning, organizing, motivating and controlling to formulate and achieve your goals. In the encyclopedic dictionary, management is defined as "an element, a function of organized systems of various nature (biological, social, technical), ensuring the preservation of their certain structure, maintaining the mode of activity, the implementation of their programs and goals" [14]. The analysis of scientific literature testifies to the existence of a fairly large number of definitions of the concept of "control". Management is understood as Understanding the phenomenon of "management" captures several important points: firstly, any management is a purposeful activity; secondly, management differs from all other types of activity; thirdly, the controlling and controlled subsystems are objectively distinguished; fourthly, management is characterized by the need for the transition of the system from one qualitative state to another, higher one. In the scientific literature (R.Akhlidinov, Sh.Kurbanov, E. Seytkhalilov, M.M. Potashnik and others), the general features of management inherent in the management of education are highlighted [1, 8, 9, 15]:

1. Activities of subjects, ensuring the purposefulness and organization (integration) of the work of people in any institution
2. It is aimed at the creation, formation, functioning and development of this organization.

3. Carried out through four management actions: planning, organization, leadership and control.
4. Can be effective if it is characterized by such properties as purposefulness, systematicity, predictability, cyclicity, etc.
5. is effective if it meets a number of requirements: 1) the control mechanism corresponds to the complexity of the object and the capabilities of the subject; 2) there are sufficient reserves (time, options for managerial decisions, etc.); 3) the criteria are correctly selected; 4) there is a well-developed feedback system; 5) the human factor is taken into account, etc.
6. Can be fully designed, described, characterized and implemented through management functions, organizational structure and organizational mechanism.

We have already noted that the problem of the quality of education has acquired a new meaning in connection with the ideas of management. Quality management of education is understood as ensuring the design, achievement and maintenance of the quality of the conditions of the educational process, its implementation and results [16, 17, 21]. From this definition, it follows that the object of control is the structural (internal) and functional (external) properties of the educational process, the conditions in which it takes place, as well as its results [24, 1, 2, 13]. After analyzing the work of scientists, we concluded: it is necessary to control not one or another component of the educational process, but the properties (ways of manifestation) of these components, their compliance with certain norms. However, the most complete and clear interpretation of this phenomenon is based on the idea of considering education quality management through results aimed at regulating the quality indicators of the educational process [9]. In this regard, the definition given in the dictionary of concepts and terms about education is of interest, where the quality of education of graduates of higher educational institutions is interpreted as a certain level of knowledge and skills, mental, physical and moral development, which graduates of an educational institution have achieved in accordance with the planned goals of training and education [11].

In the monograph "Management of the quality of education" prepared by Sh. Kurbanov and E. Seytkhalilov [9], the quality of education at the student's level is understood as a certain level of assimilation of the content of education (knowledge,

methods of activity, experience of creative activity, emotional-value relationships), physical, mental, moral and civil development, which he achieves at various stages of the educational process in accordance with individual capabilities, aspirations and goals of education and training [8].

We are close to the point of view of scientists who understand the quality of education as the ratio of the goal and the result, the measure of achieving the goal, while the goals (results) are set operationally and predicted in the area of potential development of the student [9]. Moreover, the quality of educational results should be distinguished from the quality of the educational process and the quality of the educational system. In the book by S. Shishov and V. Kalnei "Monitoring the quality of education", the quality of education is defined as a social category that determines the state and effectiveness of the education process in society, its compliance with the needs and expectations of society (various social groups) in the development and formation of civil, domestic and professional competencies of the individual [23].

Therefore, it can be assumed that the quality of education is the ratio of the goal and the result, a measure of achieving goals, given that the goals are set only operationally and predicted in the area of potential development of the student. At the same time, the results of education must necessarily include assessments of the cost of these results achieved. The educational process, as you know, is multifaceted, and therefore its results are also versatile complex, dialectically interconnected and interact with each other, because:

- they are fully manifested only after a number of years, and often outside the sphere of education altogether and therefore cannot be accurately recorded directly in the course of the educational process;
- depend on a huge number of not only controllable, but also random, uncontrollable factors, and therefore it is very difficult to establish exactly what kind of pedagogical and managerial actions, what reasons, what component of the educational process gave this or that positive or negative result of education [19]; hence the enormous difficulties in establishing the mechanisms of controllability of the resulting parameters.

Thus, the very concept of the quality of education forms a variety of meanings, each of which, in turn, is included in various socio-cultural, system-functional,

individual-psychological and other contexts [20]. In modern scientific research, the quality of education and human development is considered as an integral characteristic, as the main goal and intrinsic value of the activity of the person himself, the educational system, society as a whole [12]. In this situation, the formulation of basic conceptual concepts and methodological tools that allow to adequately interpret and model the quality of education in all the variety of its manifestations (the paradigm of quality) is of particular importance.

The concept of "quality of higher education" has historically been formed on the basis of historical "paradigms" of education [2,4,12,18,22]. Historically, the dropout paradigm was formed first: quality was determined by some external requirement, to verify compliance with which special tests were established. In case of successful passing of the tests, the students received the appropriate diplomas or the right to continue their education, otherwise they were screened out. The optimization paradigm is a slightly improved version of the dropout paradigm: quality is still considered as the degree of compliance with a particular standard set from the outside, however, in addition to testing and dropout, additional components are introduced into the educational system related to learning and correcting emerging problems and difficulties, taking into account the possibilities of each specific educational system. The paradigm of quality management is a more complex understanding of quality as the degree of consistency and satisfaction of many different interests presented by all participants in educational interaction. Accordingly, we are talking not so much about standardization and directive rationing, as the main mechanisms of quality management, but about the development of complex mechanisms for identifying and coordinating educational needs, accompanying individual educational trajectories, implementing comprehensive diagnostics and self-diagnostics of the results obtained. Finally, the paradigm of strategic quality management is, to a greater extent, formed than the already established practice of identifying strategic priorities for the development of the education system, determining the place and role of educational institutions in the context of social and economic reforms, determining promising and not yet formed educational needs.

Let us note right away that the concept of "quality of education" is not classical. Let us explain what has been said:

- the classical concept is a generalized characteristic of an object from the point of view of a specific connection between its individual features or properties; on the contrary, the quality of education does not have any initially set objective content, but represents a subjectively (individually or institutionally) formed system of interpretations and criteria;

- the classical concept assumes its constant deepening, saturation with new meanings without losing previous knowledge, on the contrary, the concept of the quality of education sets a synchronic set of not only differing, but also directly opposite ideas (for example, high-quality education, from the student's point of view, is free education, and, from the point of view of an educational institution, the possibility of the commercialization of education);

- the definition of a classical concept presupposes the allocation of a certain generic essence, specific in a certain species relation, on the contrary, the quality of education has signs of a category, since it does not have any single logical generalization, but can rather be represented by a set of associations, analogies, intuitive images. In our research, we will adhere to the following definition: the quality of education is a social category that determines the state and effectiveness of the education process in society, its compliance with the needs and expectations of society (various social groups) in the development and formation of civil, domestic and professional competencies personality. Moreover, the quality of education is a planned, predictable and technologically secure management aimed at creating optimal conditions for the required level of quality professional training.

In this study, we agree with the definition of Professor R.Kh.Djuraev - "The quality of education is a complex of characteristics of professional consciousness that determine the ability of a specialist to successfully carry out professional activities in accordance with the requirements of the economy at the present stage of development".

Quality guarantees in education are:

- 1) Quality planning - activities aimed at the formation of strategies, policies and related goals and requirements for the quality of education.
- 2) Quality management - methods and activities of an educational institution of an operational nature, used to meet the requirements for the quality of education.

- 3) Quality assessment is an activity aimed at creating confidence that quality requirements will be met.
- 4) Quality improvement - the activities of an educational institution aimed at improving the ability to meet the requirements for the quality of education.

Projecting the problem of quality onto the system of higher education, we come to the formulation of a set of constructions, the defining element of which is the phenomenon of quality: the quality of the results of education; the quality of educational processes; the quality of educational systems; the quality of management of educational systems, etc. We deliberately leave aside many issues that are directly related to the quality problem: for example, the quality of financial and material and technical equipment, the quality of administrative, economic, scientific and innovative activities, etc. The significance of each of these aspects is undoubted however, the special nature of the emerging problems does not allow us to consider them in the framework of this study. At the same time, each of the indicated four aspects necessitates further clarification and detailing. So, for example, the quality of educational outcomes presupposes the presence of several systems of ideas about performance: quality can be defined from the point of view of the state, society and the individual [5].

The quality of educational processes, according to the tradition that has developed in pedagogy, can be determined in several aspects [10, 8]: the quality of goals and the mechanism of goal-setting (i.e. the level and validity of goals fixed in normative documents and reflecting social needs and personal intentions); the quality of the content (conceptuality, alternativeness and variability of the content, its humanistic and humanitarian character, compliance with modern trends in the development of culture and education, the possibility of expanding and reconstructing the content due to the experience of all subjects of the educational process); quality of software and methodological support (availability and availability of modern software and methodological tools, textbooks, compliance of their structure and content with current trends in

The development of the theory of education); the quality of technological support (determines the level of the tools used to support educational activities, as well as the use

of modern educational models). The quality of the educational system can also be considered and defined at least at three levels [9, 12]:

- The quality of external relations and relations (quality indicators interaction of the system with the external environment, its ability to respond on changes in the external environment, realizing its functions in relation to the individual, society and the state, exercising a leading role in social development);
- The integrative quality of the system (the ability of the system to function stable and efficiently with a sufficiently wide the range of external influences, the ability to implement a reasonable educational policy, harmonization of internal problems and contradictions);
- The quality of the elements of the system (effectively operating subdivisions of the system, providing the solution of particular problems and adaptation to internal disturbances and changes).

Thus, the analysis of the scientific concepts "quality" and "quality of education" showed that the quality of higher education is a non-classical concept, and should be represented by several meaningful contexts, namely: given regulatory conditions for the modernization of education; historical and cultural traditions in relation to the values and criteria of the quality of education; modern theoretical and methodological approaches to quality management. Quality management of education is a systemic coordinated impact on the educational system, the educational process, as well as on the complex of related main management and supporting processes in order to achieve the greatest compliance of the parameters of the functioning of the educational system, its social and pedagogical results with the established and expected requirements, norms, standards and expectations.

References

1. Akhlibinsky B.V., Khralenko N.I. Quality theory in science and practice: Methodological analysis. - L., 2009.
2. Bezuglov Yu.I. Quality management of education // Prospects for creating a regional system of continuing professional education. - Orenburg, 2008 .-- 300 p.

3. Bermus A. Quality system of vocational –pedagogical education. Publishing house Rost. un-ta (IRU). 2002 .-- 219 p.
4. Buyeva I.I. Sukhomlinsky V.A .: Humanistic paradigm of pedagogical management. / Publishing house of VGIPU, 2006 - 124 p.
5. Gorokhovatskaya N.V. Quality assessment in education: a goal or a means? // Quality control and assessment in education: Materials of the international scientific conference. Saint Petersburg: Publishing house of the Herzen Russian State Pedagogical University. - pp. 133 -137.
6. Dakhin A.N. Pedagogical modeling. Monograph. Novosibirsk: 2005 .-- 229 s
7. Dzhuraev R.Kh. Organizationally-pedagogical foundations of intensification of the vocational training system in educational institutions of vocational education: dis ... sciences. - SPb., 1995 .-- 436 p.
8. Kurbanov Sh.E., Seytkhalilov E.A. National model and training program–achievement and result of independence of Uzbekistan. - Tashkent: Ma'rifat-Madadkor, 2001 .-- 656 p.
9. Kurbanov Sh. Seytkhalilov E.A. Quality management of education. Monograph. - Tashkent: SHARK. 2004 .-- 592 p.
- b. method. Barnaul: Ed. BSPU. 2008. – 26 p.
10. Strong M.I., Chekulaev M.A. The system of quality control of training students, ensuring the requirements of state standards. - M .: NMTSSPO, 1994 - 133p.
11. Lerner I.Ya. The concept of the basic content of general secondary education. Scientific achievements and best practices in the field of pedagogy and people. education / I.Ya. Lerner. Moscow: Publishing house of the USSR Academy of Pedagogical Sciences, 1991.
- ra ped. sciences. - Rostov-n / D, 1997 .-- 441 p.
12. Mishin V.M. Quality control. M .: UNITY. 2000 .-- 303 p.
13. Nazmutdinov V.Ya., Yarullin I.F. Administrative activity and management in the educational system of the individual. - Kazan: THREE "School", 2013 .-- 360 p.
14. Pedagogical encyclopedic dictionary.

[<http://www.dictionary.fio.ru/article.php?id=31011>]

15. Potashnik M.M. Quality management of education. M.: New school. 2000. -- 441 p.

16. Ryndak V.G. Pedagogy of creativity. Monograph / - Moscow: University book, 2012. -- 283 p.

17. Ryndak V.G., Alekhina N.V., Vlasyuk I.V. Pedagogy: Textbook - M.: Higher School, 2006. - 495 p.

centuries. - Tashkent: Fan, 1989. -- 148 p.

18. Simonenko V.D., Retivykh M.V. General and professional pedagogy: Textbook for students studying in the specialty "Professional training": In 2 books / Publishing house of the Bryansk State University - Bryansk: 2003. Book 1 - 174 p.

6 sec.

19. Saidova F.B. Problems of the quality of higher education in the context of the transformation of education // Pedagogical sciences - M.: 2014. - №1 (64) P. 7-9.

experts. 2000. -- 220 p.

20. Subetto A.I. Evaluation tools and technologies for certification of the quality of training of specialists in universities: methodology, technique, practice. Monograph. SPb.; M.: Issled. center for quality problems prepared. specialists, 2004. -- 67 p.

21. Tryapitsyna A.P., Kozlova A.G. Culturological and ethnopedagogical aspects of education. St. Petersburg: Publishing house of the Russian State Pedagogical University im. A.P. Herzen. 2006. -- 235 p.

22. Ushinsky K.D. Man as a subject of education. M.: Publishing house "FAIR-PRESS". 2004. -- 576 p.

23. Shishov S.E., Kalnei V.A. Monitoring the quality of education at school. - M.: Pedagogical Society of Russia, 1999. -- 320 p.

- No. 6. - S. 72-73

24. Yakovlev E.V. Theory and practice of intra-university education quality management. Dis. ... Dr. ped. sciences. Chelyabinsk, 2000. -- 382 p.

- No. 6. - S. 72-73