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THE CONCEPT OF QUALITY OF SCHOOL EDUCATION AND ITS ESSENCE

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Abstract: Today, systematic quality control of the educational process is becoming one of the most important issues in the management of the entire educational process. Without special observations on a single method, it is difficult to determine the behavior of educators in relation to other colleagues, as well as the exact prospects of each student's successful acquisition of relevant knowledge. In modern conditions, schooling in the Republic of Uzbekistan is a qualitative category in the improvement of the education system, in which it is expedient to determine the prospects of the tasks and to determine the effectiveness of their implementation. This article provides analytical information on the quality of education and its concept, essence, evaluation criteria, indicators of education quality, components, the role of modern innovative pedagogical technologies in ensuring the quality of education.

Key words: quality of education, demand, supply, quality concept, set of services, private sector, general and private costs.

INTRODUCTION

The development of the Republic of Uzbekistan as a modern state largely depends on the quality of school education of its citizens. The principle of quality is a leader not only in improving general secondary education, but also in improving higher education based on relevant achievements in the context of building a prosperous society based on scientific knowledge. Numerous studies show that today the assessment of the quality of education has become one of the most important indicators of the effectiveness of the education system in any

modern country in the world. From year to year, monitoring is becoming more and more popular at the international level as any object or research and evaluation tool.

The practice of scientific and pedagogical research shows that it is important to pay attention to the basic concepts that form the theoretical and methodological basis of the quality of education. In particular, it is useful to summarize the main approaches of methodologists and theorists on the problem under study, to determine the meaning of the concepts of education, quality of education, including school education. Of course, the concept of education is central. For the stability and continuity of the use of this term, its meaning still requires serious scientific analysis, foundation and understanding.

MATERIALS AND METHODS

In this regard, according to U.Sh. Begimkulov, Y.U. Ismadiyarova, U.I. Inoyatova, M.M. Potashnik, N.S. Lansova and others, education is the basis of human development, a priority area of domestic policy. Education and the future are two main and interrelated perspectives, and it is important to consider the current situation in the field of school education, including in accordance with the legislation on its development and improvement. is appropriate. The authors also point out that education usually means:

- the results and process of improving the behavior and abilities of the student in terms of social maturity and individual growth;
- the process of socialization in society, the acquisition of life and professional skills and abilities, the systematization and acquisition of knowledge;
- An important social role of society and the state in preparing a person for life and work.¹

¹ Begimkulov U.Sh. and so on. Informatization in pedagogy: theory and practice. Monograph.- Tashkent: Fan, 2011. 232-6. Ismadiyarov Ya.U. Sovershenstvovanie mechanisms of formation of innovative management systems of higher pedagogical education: Doctoral dissertation in pedagogical sciences. -Tashkent: TDP, 2018. - 234 pages; Inoyatov U.I. Theoretical and organizational-methodological bases of management and control of the quality of education in a professional college: Doctoral dissertation in pedagogical sciences Tashkent: «ISSPO», 2003. - 330 pages; Potashnik M.M. and so on. Quality of education in various educational practices. // Nalima limi -2001.- №7. - Pages 123-129.; Lansova N.S. Consumed in the education

According to M.N.Usmanova, M.M.Bafoev, A.E.Bakhmutsky, the content of education as a social phenomenon is manifested in the following main aspects:

- as a result of a set of socially important knowledge;
- education as a process of information and knowledge acquisition, skills and competencies;
- Organizational and economic system of education as a branch of socio-economic activity.

Education, as a system of knowledge and the conditions for their transformation into a direct productive force, is a specific organizer of scientific and technological progress, as well as a condition and opportunity for their effective use in the overall development of the country.

This is probably why education services are mainly provided by the government, as the sector is costly. On the other hand, the demand of citizens for education, as a rule, serves to significantly increase the capacity of the education system. In addition, the supply in the education system, which is based on the state demand for the quality of educational services, does not always meet the demand. That is why the private sector of education is developing in this direction, and today such a system is popular in many countries, and its total amount varies significantly. The provision of the population with this social benefit by the state requires the solution of a number of problems. Firstly, to determine the volume of its production;

Secondly, to achieve effective organization of educational activities.

When it comes to quantitative indicators, it does not mean that government funding is not limited to the conditions created for consumption. From the point of view of the level of education, its unlimited and compulsory access is provided in primary, secondary and higher schools. It should also be noted that quality has

system. // Повышение качества непрерывного профессионального образования: материалы Всерос. науч.-метод. конф. : в 2 ч. - Красноярск, 2005. - ш. 2. - С. 188-190.

become one of the central problems of the education system in most countries of the world. The concept of quality plays a key role in negotiations in the development of education policy. There are a number of reasons for this trend. One of the main reasons for this is that the population is worried about the increase in the total cost of education. The second reason for the growing interest in quality is the expansion of the education system. The sharp increase in the number of students, the expansion of the field of knowledge, the growth of the network of institutions - all this intensifies the debate on the effectiveness of public and private spending on education.²

RESULTS AND DISCUSSIONS

According to R.G. Mullahmetova and A.N. Dzhurinsky, education is a priority in the socio-economic, spiritual and cultural development of the modern state. The most important role in the education system belongs to the teacher. It is through the activities of this category of specialists that the state policy aimed at strengthening the intellectual and spiritual potential of the younger generation, the development of science and technology, the preservation and enhancement of cultural heritage is implemented. The most important thing is not the amount of knowledge, but the symbiosis of the latter's personal qualities, the ability to carry out their knowledge independently, self-sufficiency, constant activity in the pursuit of maturity. In essence, education serves the future, is the foundation for future changes in society, and determines whether the future is progressive or, conversely, regressive. The main components of the education system include: - A set of normative documents defining the directions and nature of educational activities (organizational and legal forms of educational activities, categories and types of educational institutions, legislation on educational programs and state educational standards);

² Usmanova M.N., Bafaev M.M. The introduction of modern technologies in education as a factor in improving the quality of the educational process. / Access mode: <http://bulletinpp.esrae.ru/pdf/2012/4/881.pdf>; Bakhmutsky L.E. Methodological foundations for assessing the quality of school education. // Principles for assessing the quality of school education in the attestation of educational institutions in St. Petersburg. Ilmiy-usubiy materialar t' plami. "Informatization of education" nashriyoti, 2003. 11-17 pages.

- A network of institutions carrying out research and scientific-methodological research resources to carry out educational activities and improve the educational process on the basis of these regulations;

- education authorities that ensure the functioning of subordinate organizations and institutions.³

According to M.B.Matnazarova, Sh.E.Kurbanova, A.Ye.Bakhtmutsky, G.S.Kovaleva, today there are constant discussions on the definition of the quality of education, with the main emphasis on the training of students. achievements, the activities of relevant institutions, as well as the quality of delivery of educational services.

The concept of quality of education is broad and includes the results of educational activities, including the quality of teaching, upbringing and personal development. In addition, this concept is an indicator that summarizes the development of a society over a period of time and describes the level of achievement of the goals and objectives of education as a pedagogical category. The quality of education includes social and psychological-pedagogical, economic and other characteristics. Society understands this in different ways and therefore the interests of all stakeholders must be taken into account in formulating quality standards, taking into account the interests of parents and students on the one hand, schools and states on the other, and citizens and civil society in general should be taken. In a broad sense, it is understood that the quality of education in the world corresponds to the cost of the educational process and the achievements, and the result in relation to the goals, standards and requirements of society. It is the standards that govern and regulate the quality of education.⁴

³ Mullaxmetov R.G. "Scientific-methodical bases of individual educational and pedagogical work of teachers of professional education": Candidate's dissertation on pedagogical sciences. : 13.00.08 / MV and SSO RUz., TDPU named after Nizami - Tashkent, 2008. - 156 p. ; Djurinskiy A.N. "Development of education in the modern world: textbooks for university students - 2nd edition, supplement and change. M. : "Social". publishing center VLADOS, 2003. -240 pages.

⁴ lMatnazarova M.B. Quality of education and factors influencing the professional training of pedagogical staff. // *Sovremennye innovatsii: Dostizheniya i perspektivy III tysyacheletiya Materialy mezhdunarodnoy nauchno-prakticheskoy konferentsii.* - M. : 2018. Pages 55-58. ; Kurbanov Sh.E. *Sotsialno- pedagogicheskie osobennosti natsionalnoy modeli i programmy po podgotovke kadrov: Avtoref. Doctoral dissertation in pedagogical sciences.* - Tashkent: UzNIIPN named after TN Kari-Niyazov, 2000. 51 pages; Baxmutskiy A.E. *Otsenka kachestva shkolnogo obrazovaniya: Monograph.* - SPb. : "RAI" library, 2003.- 132 pages; Kovaleva G.S. *Assess the quality of education. // School technologies.* - 2006. - № 5. Pages 150-155.

According to S.V. Levkina, V.A. Bolotov, the complexity of the interpretation of the term quality is due to the fact that it can be considered as an absolute and relative concept. From the point of view of the nominative approach, quality in this question is considered to be suitable for a specific purpose, a set of services that correspond to a set of characteristics and the level of characteristics of the product or needs and the customer is willing or able to pay. In this case, the manager is the subject who decides on the hierarchy and usefulness of the personal values that belong to him. From the point of view of education, quality is considered to be a less difficult category.

According to KS Fishchenko, today the quality of education is one of the necessary conditions for the successful development of any country. Today, the international community is concerned about quality education, which reflects the acquisition of life skills by young people, their successful integration into modern society, and the achievement of gender equality. The quality of education describes the degree to which the goals and objectives of education are achieved within the pedagogical category. It is defined by a set of relevant indicators that describe various aspects of an educational institution's educational performance that ensure the development of students' competencies:

- the essence of education;
- forms and methods of teaching;
- material and technical base;
- staffing, potential, etc.⁵

According to N. Fomin, the quality of the learning process is inextricably linked with the concept of educational success, and it is characterized by changes in the personal qualities and characteristics of the student, which always reflect

⁵ Levkina S. V. The concept of "quality" in the context of the problem of training specialists. // Increasing the quality of training of specialists: problems and solutions: Regional scientific-methodical conference Tyumen: TGNU. - 2001.- pages 121-123 .; Bolotov V. A. Assess the quality of education. Retrospectives and perspectives. // School Board. - 2012. - №5. Pages 9-11. Fishchenko K. S. Modern approaches to the definition of the quality of education in various systems otsenki effektivnosti. // Economics and management information technology. - 2016. -№1. Pages 96-103.

inconsistent learning goals. At the same time, in practice, any education is constantly making changes in the formation of the student's personality.

Under the concept of educational success, the author suggests that students understand the outcome of the learning process, which reflects the acquisition of 'adaptive social experience'. In explaining his point of view, he points to three main components of education:

- Experience in educational activities;
- Experience of emotional-valuable relationships;
- Experience of creative activity.

The author suggests that it is through these components of human experience that students can determine their educational success.⁸

According to the statistical plan, KAMikhailchenko believes that the quality of education is designed to achieve a clear learning outcome, consistent with the results of the ideal model of the education system, structured taking into account public and state inquiries.

In addition to, this concept can be interpreted as the level of satisfaction of the participants of the educational process, which determines the level of achievement of the set goals and objectives of education or training services provided by the educational institution. The concept of quality of education includes the quality of training, the quality of financial conditions, the quality of technology and the quality of conceptual management, that is, everything that affects the quality of the school "product". The "product" of a school is a graduate with a good or bad quality of education.⁶

GI Skvorsov assesses the quality of education as a certain coefficient of achievement of educational goals, depending on the level of development:

- Personal responsibilities of the student;

⁶ Fomina N. Features of otsenki results of school results. // Quality of education in school. -2009. -№. Pages 33-40.

⁹ Mixalchenko K.A. Problems and ways to solve the quality of education. // Theory and practice of modern world education: - SPb. : Renome, 2014. Pages 106-108.

- The ability of the student to acquire personal independent knowledge;
- The ability of the student to develop himself personally;
- The ability of the student to think critically;
- The ability to process a variety of personal data of the student;
- The ability to apply the student's personal knowledge in creative problem solving.

Today, systematic quality control of the educational process is becoming one of the most important issues in the management of the entire educational process. Without special observations on a single method, it is difficult to determine the behavior of educators in relation to their peers, as well as the clear prospects for each student's successful acquisition of relevant knowledge.⁷

CONCLUSION

Thus, based on the above, it can be concluded that in modern conditions in the improvement of the school education system in the Republic of Uzbekistan is a qualitative category, in which it is expedient to determine in advance the objectives and determine the effectiveness of their implementation. In the scientific literature, the quality of education, as a rule, is considered by scientists in two planes - theoretical-methodological and functional-practical, which is considered not only a socio-pedagogical, but also a management problem. At the same time, based on the experience of previous researchers, the quality of education is the ability of a particular institution to meet the needs of the state and society in shaping the appropriate level of competence of students in educational activities. At the same time, the meaning of the term school education quality is seen as a certain balanced conformity of general secondary education (as a result, process and system of education) with a large number of needs, goals, conditions and standards.

⁷ Skvortsova G.I. Assessment of the quality of education: recommendations to experts. // Village school. - 2014. - No. 3. 48-56 betlar. (as a result, as a process and as an educational system) to numerous needs, goals, conditions and standards.

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