

Monitoring of the Quality of Education is a Unique Combination of Characteristics and Characteristics of the Educational Result

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ABSTRACT

In this article, the quality of education in the educational institutions of our Republic is a priority task of continuous control as the final result of all the reforms implemented in the field of education and training, and a series of the concept of "Quality of Education" in the science of pedagogy. the existence of interpretations, explanations, in general, the monitoring of the quality of education is a unique combination of the characteristics and characteristics of the educational result.

Due to the complex character of the research on monitoring the quality of education, its methodological foundations are based on the theory of pedagogy, sociology, and psychology. The monitoring of the quality of education in the educational system consists of the interconnectedness of several interconnected, pedagogical, psychological, and socially independent concepts: quality of education, monitoring, and model concepts. The quality of education in the educational institutions of our republic has been considered a priority task of constant control as the final result of all the reforms implemented in the field of education and the educational process. There are a number of interpretations and explanations of the concept of "Educational quality" in the science of pedagogy. Definitions and views on the concept of quality of education have developed and improved in accordance with the development of the educational system. V. I. Zvonnikov, who was engaged in the history of the origin of the concept of quality of education, notes that although the term quality of education was not used in ancient times, there were definitions with this meaning. For example, M.V.Martinenko, L.D.Maslova,

D.SH.Matros, V.N.Pugach and N.F.Yefremova in their research stated the opinion that the first initial period of the formation of the concept of "quality of education" dates back to the era of the ancient world. The concept of "quality" was defined by Aristotle as a difference in appearance of being. According to him, one object is not the same as another, because it has qualitatively unique properties. The concept of quality consists of a certain situation, different aspects of existence, characteristics specific to the subject, the coordinates of the location of the developing or moving object.

Thoughts on this issue were reflected in the views of the philosophers of that time on what the educational process and results should be. Philosophers of the ancient world believed that the most effective result of education and upbringing should be the perfection of a person. While Heracles stated that knowing a lot of information does not teach intelligence, Confucian's highest goal of education is to make a person spiritual and moral, to know customs, traditions, He insists that he respects his relatives and loves and honors the land where he was born and raised.

Approaches to the quality of education changed radically by the 18th century. During this period, the concept of education and knowledge improved, and the theoretical and experimental achievements of science began to be considered as a quality-determining factor.

The concept of quality of education was introduced by S.Ye.Shishov and V.A.Kalniylar in their book "School: monitoring of the quality of education" "Quality of education - the expectations and goals of the participants of the educational process shown by the educational institution who defined it as the level of satisfaction with the service" or "the level of achievement of educational goals and objectives". A. Moiseyev defines this concept as "Educational quality is a unique combination of features and characteristics of educational results aimed at meeting the demands and needs of students, society and customers."

According to N.V. Bordovskaya and A.Rean, the quality of education has the following three specific aspects: the degree of compatibility of educational results and goals at the level of a specific educational system or educational institution; compliance of the level of educational preparation of a particular person with the specified parameters; emphasized that it is distinguished by the level of compatibility of the ability to apply theoretical knowledge and skills in personal and professional activities.

And V. Gurov states that when clarifying the concept of "quality of education", the researchers mainly defined four approaches: operation of the educational institution on the basis of norms suitable for the conditions and mechanisms; quality of specialist training; quality of educational standards; compliance with the norms related to the organization of the educational process, etc.

N.A.Selezneva, a specialist in "Kvalitology" of the science of quality, conducts research on the quality of education in higher education and defines it as the conformity of the results, process and educational system to the needs, goals, requirements and standards.

The quality of education is considered as compliance with the requirements of educational standards, the quality of education is related to the consistency of goals and results, measures to achieve goals, and continuous monitoring of the development of the learner's capabilities. The degree of conformity of educational services with the needs of society and expected results helps to determine the essence of quality.

Among the definitions given to the quality of education, the following comment is of particular importance. In his opinion, quality in education does not reflect only the result of the educational process. It is a system, model, organization and education of the educational process that ensures the comprehensive personal and social development of learners and allows them to contribute to the development of science, technology, and society, taking into account their needs. is a learning process.

Therefore, the concept of quality has two relative aspects: the first is the state educational standards for educational areas and specialties, qualification requirements and industry characteristics, and the second is compliance with the needs of consumers.

One of the most important tasks facing researchers in the rapidly developing era is to find effective methods for diagnosing the achievement of educational goals. Therefore, the concept of quality has two relative aspects: the first is the state educational standards for educational areas and specialties, qualification requirements and industry characteristics, and the second is compliance with the needs of consumers.

One of the most important tasks facing researchers in the rapidly developing era is to find effective methods for diagnosing the achievement of educational goals.

In the book "Educational Quality Management" by Sh.Kurbanov, E.Seytkhalilov, the complex system of management of the educational system: all subjects of the educational process and the management process have the necessary qualifications, and the effectiveness of their activities and the quality of education if interested in raising; if the educational process is organized on the basis of DTS, qualification requirements, and the plan and assignments are developed in accordance with these requirements; it is noted that it is effective if various methods and means of monitoring, controlling and evaluating the quality of education are used and in similar cases.

Today, local and international best practices determine that the quality of education meets the following basic pedagogical principles: that educational programs have personality-oriented and developmental characteristics based on the needs of learners and staff consumers. ; orientation of educational content and form of activity to systematicity, integrity, multivariate, alternative, multi-thinking in solving one problem and finding several solutions; that the content is based on the principles of problem-based and cooperative education, that effective communication cooperation of the participants is established in the educational process; students' activity as a participant in the educational process, independence, creative activity in self-development, ability to self-assess, etc.

Therefore, the quality of education is the level of compliance of educational results with normative requirements, social and personal needs.

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