



## Certification of General Educational Institutions as A Type of Quality Monitoring of Basic Educational Programs

**Mirkhayitova Sokhiba Ibragimovna**

Senior teacher, Kokand State Pedagogical Institute

**Bakhtiyor Umidovich Aminov**

Associated professor of Kokand state pedagogical institute

**Komilova Sevinch Akmaljon Qizi**

Student of Kokand State Pedagogical Institute

**Abstract.** The quality of education is crucial for the successful development of any country. In developed countries, the intellectual potential determined by the quality of education is becoming an important factor in the well-being of society.

**Keywords:** quality of education, school education, monitoring, TQM, pedagogy, education system.

**Introduction.** The concept of "quality" is interpreted in different, sometimes contradictory ways. In the science of pedagogy, it is: important signs, features, peculiarities that distinguish one subject or event from another; it is also interpreted as one or another feature, value, level of usefulness, spiritual and moral category or purely economic concept. Some scientists and practitioners strive to achieve the quality of mastery of the educational system; others, the quality of teaching and upbringing, third, the increase in the level of development of personal talent; fourth, an increase in the number of graduates of general secondary education and vocational colleges admitted to higher education institutions; fifth graders understand the level of preparation for social life of a graduate of a higher educational institution [1].

Quality of education and factors that ensure it:

- fundamentality of educational content;
- satisfaction of certain needs;
- proportionality of goals and results;
- independent work of learners;
- creative activity of the participants of the educational process;
- a comprehensive approach to management;
- there are different views on the description of interdisciplinary integration and interrelationships.

**Literature Review.** T.I.Shamova distinguishes the thematic and frontal type of almost comfortable management. According to V.A.Slastenin, I.F.Isayev, A.I.Mishchenko, E.N.Shiyanov,



depending on who or what is being controlled, the following are distinguished: personal control; class-generalizer; thematic general; complex-generalizing [2].

**Research And Discussion.** The quality of education is not only the compliance of students' knowledge with the state standards, but also the successful operation of the educational institution, as well as the activity of each pedagogue and leader in ensuring the quality of educational services.

The quality of education in a modern educational institution is defined as the ratio of goals and results expressed in a set of descriptions that reflect the level of quantitative and qualitative results, the level of organization and implementation of the educational process, the conditions under which it takes place.

Management of educational quality (educational quality management) is part of the general structure of educational management. In this case, the management of the quality of education does not deny the linear structure of management, in which the leader's sole leadership is of decisive importance and has shown its effectiveness in practice [3]. In its place, the introduction of quality management significantly increases the efficiency of general management - regulates relations between the head of the educational institution, employees and representatives of interested public organizations. The sequence of tasks, the tasks themselves, the ways of execution, the detailed order of individual methods and actions, as a basis for ensuring the quality of education, guarantee the effective implementation of the management decisions.

Therefore, the management of the quality of education complements the existing theory and practice of management activities in the educational system with important elements, that is, it is implemented as a component of the integrated system of educational management [4].

The development logic of the educational quality assurance system, based on systematic and objective assessment of the educational institution's activities involving the external audit of educational quality, dictates the development and implementation of the educational quality management system in educational institutions.

In addition, the existence of the educational quality management system in educational institutions creates the opportunity to replace the external control measures of the quality and results of the educational process in the future with the use of internal control and self-assessment results, and the openness of these processes to public control increases the level of confidence in the educational institution.

The period of rapid development of the theory of quality management coincided with the end of the 40s and 50s of the last century. During this period, A. Feigenbaum (Armand V. Feigenbaum) introduced the concept of Total Quality Control (TQC for short), consisting of the stages of quality development, quality support and quality improvement [5].

To date, there are several main (Japanese, American, European) "schools" of TQC. Therefore, there is no consensus among experts on the number of principles that underlie TQC. The following eight principles are recognized as fundamental:

- that the organization faces the consumer;
- the role of leadership;
- attracting employees;
- process approach;



- systematic approach to management;
- regular improvement;
- making decisions based on evidence;
- mutually beneficial relationship with suppliers.

In many countries of the world, quality improvement has become a national idea as a result of the efforts of the government, firms and companies' management aimed at ensuring the high quality of products, services, work and processes. As a result of the integration of different approaches, the concept of Total Quality Management (TQM) was formed.

The basis of modern TQM is the development of a long-term strategy in the field of quality for the benefit of the organization, its employees, consumers and society, and the participation of all employees in its implementation.

Pre-school, general secondary, secondary special, professional and higher education organizations operating in the territory of the Republic of Uzbekistan, as well as non-school education, post-higher education, retraining of personnel and their educational organizations that provide advanced training are certified and accredited in terms of compliance with state educational standards, state educational requirements, and educational programs.

**Conclusion.** In all modern developments of the quality of education, the focus is on achieving a certain level of education. However, in the process of social development, the needs and conditions of education change, and after them, the requirements for quality and the criteria for its evaluation must change.

The dynamics of the quality of education can be different. It can be characterized by stable or unstable stability or sharp or gradual decline or increase in quality or various fluctuations. These trends differ in the direction, pace and rhythm of change.

### Literature

1. Кухарев Н.В., Савельев Г.В. Управление учебно-воспитательным процессом в школе. – Минск, 1997. – С. 76.
2. Кухарев Н.В., Решетько В.С. Диагностика педагогического мастерства и педагогического творчества. – Минск, 1996. – С. 32.
3. Лазарев В.С. Психология принятия стратегических решений. – М., 1993. – С. 122.
4. Лазарев В.С. Теоретические основы управления развитием школы // Управление развитием школы. – М., 1995. – С. 184.
5. Kurbanov M. U. Improving School Management By Effectively Managing The Pedagogical Community // Eurasian Journal of Learning and Academic Teaching. – 2023. – Т. 18. – С. 190-194.