



The System of Quality Control of Education in Domestic Schools

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Annotation. The article substantiates in detail the relevance of the problem of control and management of the quality of education. Control and monitoring of the quality of education make it possible to modernize the system of the Uzbek educational process in a timely manner. This is laying the foundation at the stage of building the building of an economically and politically effective legal state. It is not so much about monitoring the knowledge, skills and abilities of students, but about the quality of the system itself and teaching methods.

Key words. Monitoring, control, quality of education, current control, intermediate certification, self-examination, licensing, accreditation, pedagogical expertise

Introduction

The desire to improve the quality of school education inevitably leads to the task of managing the educational system and, in particular, the basis of school education - the educational process. In this regard, let us turn to the modern science of quality management.

The spread in the 20th century of quantitative scientific methods and measurements to the social sciences and humanities led to the formation in these sciences of quality judgments based on measurement results, which required a detailed and structured description of the quality of the objects under consideration. The widespread practical use of the category "quality" in the second half of the 20th century led to the emergence of "even more mundane" characteristics, to a certain extent applicable to the quality of education ("educational service") as a commodity [1].

Monitoring of education is an internal part of the system, according to the assessment of its quality. It serves as information support for the supervision of current activities. Actually, monitoring is a complex analytical tracking of all processes that determine the quantitative and qualitative changes in the characteristics of educational activities. Its result is a conclusion about the extent to which the achievements, their conditions correspond to the requirements fixed in the regulatory documentation and local acts of the state system.

The assessment of the quality of education includes checking the implementation of the sanitary and hygienic standards of the educational process of the school, catering, as well as the implementation of measures to ensure the safety of students. For a comprehensive study and analysis of the state of educational activities, its results and conditions, expert methods are used. Internal evaluation includes procedures organized and carried out by the school itself, as a rule, by the administration, teachers, students, as well as with the involvement of parents and the public. The resulting indicators are used to develop operational decisions that underlie school planning.



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Examples of this type of assessment, which will be mandatory for analytics that determine the quality of education at school, are self-assessment of the subjects of the educational process, the collection of statistical data, school monitoring, evaluation of subject curricula, and parent surveys.

As you know, the purpose of monitoring is the collection, generalization and analysis of the collected information regarding the state of the education system of the school. Quality control of studies is based on these data.

The main task of the Uzbek educational policy is to ensure the modern quality of education on the basis of maintaining its fundamental nature. Compliance with the current and future needs of society, the individual and the state is also important. In the conditions of individualization of education, modern education in Uzbekistan should be continuous. Such a requirement is determined by the human need for the need to constantly replenish their own knowledge during their professional activities and the progress of science and technology. The goals and principles that define modern education should be focused on preparing students for full and effective participation in the public and professional fields in the current conditions of market relations [2].

To achieve the goals set, it is necessary to solve the following tasks:

- A mechanism for accurate collection, processing and storage of information about the quality of education should be formed.
- Coordination of the activities of all involved monitoring participants has been established.
- Points of growth in the dynamics of the results of the educational process were identified and fixed in a timely manner.
- Factors that significantly affect the quality of education should be identified and measures should be taken to reduce the effect and eliminate the possible negative consequences of those that do not carry positive dynamics.
- Involvement of program and methodological, material and technical, personnel, information and technical, organizational and other bases that improve the quality of education.
- Determining the direction in accordance with the results of the educational activities of the school program for the previous academic year, in conjunction with the problems and tasks set for the current period.

Many scientists associate the beginning of the twenty-first century with the advent of the era of innovation. They bring the most important transformations in the educational sphere, which seems to be able to radically change our ideas about its role in modern society. The basis of such innovations is the development of non-standard approaches to the learning process using modern technologies in it, which will significantly improve education in Uzbekistan.

The role of the educational process at the present stage of development of our country is determined in its interaction with the tasks set for the transition to a democratic-legal state, as well as to eliminate the danger of the state lagging behind world trends in the field of economic and social development. It is modern education that is associated with the growing influence of the quality of human and intellectual capital on social development, with the entire process of accumulation and successive transfer of knowledge. Therefore, modern and future generations need an effective dynamic learning system based on innovative technologies.



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At the present stage, improving the quality of education is the introduction of global changes in the goals and content of programs that will orient students towards the development of a new model of preparing people for life and for professional activities. They need to develop completely new personal qualities and skills. All this is also dictated by the new requirements for modern specialists.

The intra-school system for assessing the quality of education is an internal procedure for assessing the quality of education, carried out by the educational institution itself.

Current control - includes formative assessment and thematic assessment. Formative assessment is assessment for learning. It helps the student and the teacher to get information about how much and how well the process of teaching and learning is going on. Thematic assessment is an assessment of the quality of assimilation by students of the content of any part (parts), topic (topics) of a particular academic subject based on the results of the academic period (trimester, half year) based on the current certification.

Intermediate certification is an assessment of the quality of assimilation of the content of the components of any part (topic) of a particular academic subject for the year.

Accounting for individual achievements implies taking into account the results of mastering educational programs by students and encouraging students, as well as storing in archives information about these results and incentives on paper and (or) electronic media. Such results can be not only grades, but also the results of olympiads, competitions, scientific and practical conferences and other events.

Self-examination is a monitoring of the education system, carried out by the institution independently, but at the initiative of the executive authorities of the subjects of the Uzbek Republic. The results of self-examination are subject to annual publication on the Internet on the official website of the institution (in accordance with the article on information transparency).

External assessment procedures are external to the educational organization, as they are carried out from outside.

The State Final Attestation is a mandatory exam that completes the development of state-accredited basic educational programs of secondary and basic general education in the Republic of Uzbekistan.

Licensing is a mandatory procedure that gives the right to conduct educational activities. The procedure is designed to ensure that the conditions for the implementation of the educational process comply with state and local requirements in terms of building codes and regulations, sanitary and hygienic standards, health protection of students, pupils and employees of educational institutions, equipment of educational premises, equipment of the educational process, educational qualification of teachers, staffing and others

Accreditation is a procedure carried out in order to confirm compliance with state educational standards of educational activities in basic educational programs and the training of students.



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Control and supervision is a procedure carried out to assess the conformity of the content and quality of training of students according to the existing educational programs and the results of the measures taken on past inspections.

Pedagogical expertise - expertise of draft regulations and regulations relating to education and upbringing, in order to identify and prevent the establishment of provisions that contribute to a negative impact on the quality of education in educational programs of a certain level and (or) the direction and conditions for mastering programs by students.

International studies - conducted on a representative sample in order to study the international level of education quality in various aspects: educational achievements (PISA), mathematics and science education (TIMSS), reading quality and text comprehension (PIRLS), teaching staff (TALIS), competencies adult population (PIAAC).

It can be said that the procedure for state accreditation of educational institutions has no analogue in the history of domestic education and is an innovative function of education management, in contrast to traditional state control. Therefore, the need for theoretical and methodological research in this area, the study of foreign experience in the accreditation of educational institutions, in order to understand the nature of innovations, is justified. Reforming the education system in Uzbekistan, the imperfection of the legislative framework in the field of education, as well as the growth in the number of non-state educational institutions have made the problems of attestation and accreditation very relevant in recent years.

Conclusion

Thus, the Uzbek education quality assessment system uses the following principles:

1. an integrated approach to the evaluation of educational programs and educational institutions in general. The traditional accreditation model provides for separate evaluation procedures for each educational program and institution by separate expert commissions;
2. the use of modern technologies for the collection, systematization and analysis of information on the main activities of educational institutions based on a centralized database. The collection of information based on the results of accreditation does not have such a system-wide scale abroad, at best it can be information on the list of accredited educational institutions and programs;
3. calculation of the average standard for licensing and the zone of compliance with the declared accreditation status during accreditation. The decision on accreditation in foreign practice is made by an expert and does not imply a comparison of the quality of programs and activities of institutions;
4. legally guaranteed system of state recognition in the form of rights and powers for all accredited institutions, regardless of their organizational and legal forms.

The creation of new forms and methods for ensuring the quality of education is nothing more than a manifestation of the desire to understand one's own goals, content, structure and quality of education, i.e. manifestation of the desire and need for internal evaluation (introspection).



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