WEB OF SEMANTIC Universial Journal on Innovative Education

Volume 2 Issue 9, Year 2023
ISSN: 2835-3048
https://univerpubl.com/index.php/semantic

Management Targeted to Improving the Quality of Education in Higher Educational Institutions

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Article Information

Received: July, 2023
Accepted: Aug 21, 2023
Published: Sept 11, 2023

Keywords: *Individual professional development plan, Professional development, professional development barriers, Teacher education, Teacher training*

ABSTRACT

The quality of education determines the quality of life. It is a key component that determines the modernization of the entire education system, as well as the economic and spiritual development of the country, since only a high-quality education system can ensure the release of qualified personnel in all areas. The rapid changes in the economy, the processes of globalization today require a decent approach to such a phenomenon as the modern quality of education. The understanding of this phenomenon is multifaceted and implies the need for pedagogical, economic and philosophical research.

Introduction

One of the main tasks facing our country today is to improve the education quality management system. The decision of the President of Uzbekistan Sh. Mirziyoyev dated December 24, 2021 PQ-61 "On additional measures to ensure the academic and organizational-management independence of state higher education institutions" aimed at improving the quality of education in higher education institutions. This means justification, selection and implementation of measures, making strategic decisions and working on projects that allow to achieve high results with minimum time and effort by all participants of the educational process. Accurate pedagogical monitoring is important in solving this problem [1, 2, 3].

The main part. Professional activities of future personnel in modern society include such things as professional mobility, creative self-awareness, communication culture, the ability to choose and use

technology correctly, and a sense of responsibility for solving problems. The modern education system needs such employees who can not only see problems, but also solve them effectively.

The quality of education is an integral sign of the educational system and reflects the degree of compliance of the provision of resources, educational process, educational results with normative requirements, social and personal requirements.

A.M. Moisev defines "Educational quality as a unique combination of characteristics and description of educational results aimed at meeting the demands and needs of students, society and customers [4-10].

Quality management of education is a multifaceted complex problem. It is solved at a certain scale (for example, state, inter-sectoral, regional, within the framework of an educational institution), as well as in certain directions (organizational, structural, substantive, methodical, personnel, resources).

In the management of the quality of education, a qualitatively organized monitoring and honest assessment system performs the main task.

R.Sh. Ahlidinov: "Monitoring is an English term that means "continuous monitoring". Monitoring is viewed as the most important, relatively independent department in the field of management in the theory of social management, and within the framework of educational monitoring, the results of pedagogical activities are revealed and evaluated.

Evaluation is a process of measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, determining and analyzing the results.

Quality is inseparable from education and should cover all its components. In Singapore's National Education Doctrine, the quality of education is determined by the following provisions:

- creation of a democratic education system that guarantees the necessary conditions for quality education at all levels;
- individualization of the educational process due to the variety of types and forms of educational institutions and educational programs that take into account the interests and abilities of a person;
- competitive level of education in terms of the content of educational programs and the quality of educational services.

In managing the quality of education, we should pay special attention to the following parameters that affect the quality of education:

• level of material and technical base;
• the quality of teachers' work;
• personal qualities of students;
• the level of educational and methodological support;
• internal and external assessment quality;
• activity of management bodies [11-15].

If the level of provision of these parameters is high or sufficient, the effectiveness of our reforms, plans and projects aimed at improving the quality of education will be high.

The pedagogical aspect of improving the quality of professional training of students in higher education institutions (hereinafter referred to as HEIs) is aimed at considering it as the result of the educational process that meets the needs of the student [16].

Higher education institutions should prepare personnel ready for creative activity, able to carry out continuous professional education and highly intensive work. All this is a new approach to professional training of students. This process only talks about refusing to cut back on the acquisition of knowledge, skills and competencies. This requires the formation of professional qualities in students

and is related to their future profession, which ensures the successful performance of specific functions in students [17-20].

One of the important tasks aimed at improving the quality of training of specialists in higher education institutions is to assess the quality of education in accordance with the system of scientific knowledge and professional tasks of each of them in the chosen specialty. It is also important to evaluate the possibilities of changing the education system and ensuring its quality improvement. This approach includes the quality of various components of the pedagogical process:

- the quality of the educational program;
- the quality of the potential of scientific and pedagogical personnel involved in the educational process;
- the quality of students' potential (at the entrance to the educational institution - the quality of the applicants' potential, at the exit - the quality of the graduates' potential);
- the quality of educational process tools (material and technical, laboratory and experimental base, educational and methodological support, classrooms, broadcasting knowledge, etc.);
- the quality of educational technologies;
- the quality of management of educational system and processes (management technologies in education);
- Monitoring the quality of education in HEIs.

An important component of the assessment of the quality of education is the stability of the obtained results and their reliability. Each educational organization should pay attention to the confirmation of final grades based on the results of independent diagnostics and draw appropriate conclusions. The NEFU Pedagogical Institute continuously organizes monitoring and evaluation processes of the quality of education using various groups of quality indicators during each semester: surveys on the evaluation of the quality of education, evaluation of educational results by the teacher, sociological surveys, tests, etc. Studies on the issue of demand for higher education graduates in the market of educational services have shown that it is at a much higher level: in Uzbekistan, as an example, 96% of 152 graduates were employed in their specialty in 2021. Monitoring is also carried out on individual subjects of the 1st year, current monitoring of mastering and intermediate attestation of students, monitoring of remaining knowledge [21-28].

Summary. Considering the above, we accept the following job description. The quality of education is a set of characteristics of various aspects of the educational activity of the educational organization that correspond to the goals and results of the state standard, social requirements, and the cognitive and other capabilities of all students. Continuous monitoring of learning progress and timely corrective action is learning process management. Without governance, the resulting control is unpredictable and largely ineffective.

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