

Modern Approaches and Methods for Assessing the Quality of Education

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Abstract: This article discusses current issues related to the assessment of the quality of education, various approaches, methods and criteria in the research process. The article emphasizes approaches to the criteria for the quality of the results of the educational process, the criteria for the quality of the conditions for the implementation of the educational process, and the criteria for the quality of the implementation of the educational process.

Key words: assessment, quality education, process, criteria, human capital, intellectual potential, rapid development, dissemination of innovative technologies, scientific and technological progress, personnel training.

Introduction: In the process of globalization, the issues of providing quality education are becoming increasingly relevant. The correspondence of the level of training of specialists to the needs of the economy and management is not difficult to understand, especially considering the current state of education. In addition, the impact of integration processes, increasing the demand for studying international educational standards and the use of quality assessment criteria. Such requirements are justified for ensuring the quality of education, improving the standard of living of the individual. For effective management in education, an adequate (specific) assessment of the current state of its quality is required for analysis, comparison and training of specialists.

and essence of the field of knowledge, which complicates the overall development of society, also do not help in choosing adequate criteria for assessment. In countries of the world, various systems are used to ensure the quality of education, the requirements for their provision are formed depending on the conditions.

Literature Analysis And Methodology

and guidelines for quality assurance in European higher education have been developed. We can see that in most CIS countries there are different forms of assessment. As a result of observing many state assessment standards, approaches and mechanisms for assessing the quality of student training at different levels of education increase the need for in-depth research and improvement of the education quality management model; In this regard, of education and improving it in various aspects of learning, research on the general principles of monitoring the quality of education. Numerous scientific publications of foreign and domestic authors who studied the experience of using international programs for the assessment of the quality of education, including A. Bermus, A. Bordovskikh, Y. Itina, L. Nesterova, S. Redko, T. Trapitsyn, G. Walford, F. Kaiser, I. Kovalenko, whose activities and management, and the use of international programs for assessing the quality of education can be traced in their research. The purpose of the study is to study various approaches and methods for assessing the quality of education. Some researchers consider it reasonable to use criteria based on cognitive monitoring to assess the quality of education.

The indicators developed by LS Panchenkova claim to be more objective in assessment processes:

The author proposes to observe and analyze the pedagogical process itself and its results based on a complex criterion of effectiveness. The components of the complex indicator are considered as psychological, sociological, cultural-educational, valueological, moral-developmental criteria.

Western countries and the USA is quite long, lasting from 3 to 6 months, and allows for the resolution of three main tasks:

students and employers;

-using an approach for objective comparative assessment of the activities of educational institutions;

-help improve the quality of specialist training .

It should also be noted that Western criteria for assessing the quality of education, when compared with local education, include several important sections, thereby shedding light on the trends and dynamics of educational development. According to the author, the educational process is one of the main processes of educational activity. The qualitative criteria for the outcome of the educational process allow us to determine the level of readiness for the future . Criteria for practical activities, the quality of the conditions and the coordination of all subjects of the educational process to achieve the intended effects of the educational process.

Since the main goal of training a future specialist is his professional competence, the quality of the results is presented based on its semantic interpretation. Thus, the group of criteria allows you to control the quality of the results of the educational process, both practical and personal skills of future specialists.

RESULTS AND DISCUSSION

Given the multifaceted nature of monitoring the educational process, we consider it appropriate to highlight the main criteria and justify a set of acceptable indicators for each of them to ensure its integrity.

The criterion complex includes the 3 most important groups.

1. The quality criteria of teaching conditions are the impact on the potential and human resources of students, educational, methodological and didactic support of the educational process and personnel training programs; library funds and information resources; satisfaction of students and staff with social conditions; logistics; formation of the scientific and innovative potential of the educational institution;

2. The process in an educational institution in the implementation of education: the role of management in ensuring leadership, quality and continuous improvement of all aspects of the institution's activities; ensuring that the mission, vision, core values of the policy and strategy correspond to the established goals; implementation of educational programs and academic mobility; effective implementation of educational and educational work; organization of various types of practical training for students; implementation of general management in an educational institution, including management of personnel, infrastructure, material and information resources, technologies, etc.; compliance with internal quality assurance;

3. The process of educational outcomes in an educational institution: the effectiveness of recruitment of students; success, the level of their readiness to continue their education; the level of development of professional competencies; satisfaction of requests from employers; the results achieved by the educational institution in relation to the planned improvement goals, the quality of training of specialists.

Conclusion

In conclusion, it should be noted that today, depending on the goals and understanding, there are various options and possibilities for choosing approaches to assessing the quality of education. The article presents a set of criteria based on existing models, which form the basis of a standard solution, using the

results of the analysis of various aspects of assessing the quality of education. The main feature of the proposed complex is a technological approach that allows you to review and control the quality of education. Education in an educational institution is perceived as a complex, systematic, holistic feature, reflecting all its multifaceted content as a set of interrelated processes.

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