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MONITORING AND EVALUATION OF THE QUALITY OF EDUCATION

Urolova Nafisa Shavkat qizi
Pedagogical Institute of Termez State University, Uzbekistan

ANNOTATION

Quality of education is a definition of an education system that reflects the level of conformity of real educational outcomes to normative requirements, social and personal relations. In assessing the quality of education of graduates of higher education institutions, along with many indicators, the professional competence of graduates must be taken into account. The article describes modern methods of quality control and evaluation of education.

Keywords: quality, education, norm, criteria, tool, technology, preparation process, international rating, efficiency.

INTRODUCTON

In many countries, the responsibility for the quality of education rests with the public education authorities. The state emerges as the primary customer, investor, and supervisor.

The system of quality assurance of higher professional education being formed in Uzbekistan is a set of tools and technologies that can meet the modern perspective criteria and standards created by society and are used to achieve such a level of training.

In assessing the performance of educational institutions or the functioning of pedagogical systems, two concepts are most common - "effectiveness of the preparatory process" and "quality of training." In the most general sense, efficiency can be interpreted as "the process, operation, project effectiveness, defined as the ratio of efficiency or result to the costs that lead to its provision" [1].

Efficiency often has an economic meaning: Efficiency is the achievement of a certain result with the minimum possible cost or the maximum possible amount of product with the amount of resources provided "[2]. In the glossary, efficiency refers to the actions that lead to the desired results [3]. Learning effectiveness is not the end result of learning, but the integrity of the learning process and outcome. Later, the concepts of "efficiency" and "quality" become interrelated, as efficiency can again be thought of as the result of a process of achieving quality. The concept of "quality" and "quality of education" in general is not uniformly interpreted in the scientific literature.

For example, in the Encyclopaedic Dictionary, quality is defined as follows: "Quality is a philosophical category, which is expressed in a significant degree of accuracy of the object, in connection with which the object is considered not the same, but the same. Quality is a property that stands out in the set of properties of objects. "

The meaning of the concept of quality in the Business Dictionary is as follows: "Quality is a set of properties, characteristics, characteristics of products, materials, services, which characterize the suitability of works for their intended purpose and requirements, as well as the ability to meet user needs. Most of the quality features are determined objectively on the basis of standards, contracts, agreements.

For school education, "the quality of education is the level of student success, the level of socialization, as well as the conditions for the citizen to master the school (educational institution) educational program. The results that ensure a high level of quality are the social knowledge acquired by academic knowledge, social and other competencies plus the learning process in the school (educational institution) "[4].

"Quality in higher education is a multidimensional, multi-level and dynamic concept that is related to the contextual parameters of the education model, institutional goals and objectives, as well as certain standards in the system, institution, program or academic discipline" [5].

The term "quality of education" has many other definitions, including: it can be described as an advantage, as a quality of fit for purpose, as an improvement and refinement, and so on.

There is a methodology for calculating the ranking of higher education institutions developed and officially approved in Uzbekistan. The following quantitative criteria are used to calculate the rating of a higher education institution:

- Indicators characterizing the teaching staff;
- The number of students and graduate students, in addition, foreign students are counted as a separate item;
- Indicators characterizing the scientific and pedagogical work in higher education;
- Published educational and methodical literature;
- Indicators characterizing the material and technical base, including dormitories, libraries, social and living conditions in higher education institutions.

There are also international methods for determining the ranking of higher education institutions, which include:

- THES-QS World University Rankings;
- THES-QS "Webometrics" rating and others.

Analyzing the methods of quality assessment of education, it can be concluded that the main emphasis is not on the results of teaching, but on the process and conditions of teaching in higher education. "Education is the acquisition of competencies by persons of different ages to work with professional devices, including specific devices, technologies, hardware and software, and other professional tools. will be taken. "

From the standpoint of systematic analysis, process efficiency can only be assessed in terms of goal achievement. As a rule, many indicators are considered in the assessment of the quality of education of graduates of higher education institutions, but the competence of graduates (not the level of training in academic subjects, but professional competence) is not taken into account. It can be argued that ... the concept of external evaluation of the quality of education in Uzbekistan creates the conditions for the transition from the model of "quality control" to the model of "quality assurance" [4].

The international trend in the establishment of a system of quality assurance in continuing vocational education is associated with the idea of the standard ISO 9000 "Quality Management Systems". In recent years, new sets of fundamental legal documents have been developed by EU member states. This legal framework applies to the accreditation and certification of private providers of education and provides for the reorientation of national education systems to ISO 9000-9004 standards.

"ISO standards," writes Hoffmann, "significantly support the transparency of the educational benefits offered, allow for comparable results, and help applicants make choices in favor of higher individual responsibility" [6].

The mechanism applied with the models given in the international standards of the ISO 9000 series, which includes several rules, including the assessment of the effectiveness of quality management [7]. The standards include:

- Sets requirements for the services that the customer wants to receive;
- This service can be divided into a number of separate processes, which can be managed by the organization and is a chain of actions, "exit" from one process to another "entry";
- The results of the process will be measurable and can be assigned or given;
- Processes begin with the initial materials, which then turn into the final product;
- The roles and responsibilities of those who carry out and manage these activities can be defined in the process.

In our example, in assessing the quality of education, the direct customer is the state (because the state finances the activities of higher education institutions), and the indirect customer is the employer.

Thus, the modern interpretation of the concept of "quality of education" implies three directions:

- The process of training and the conditions of organization of this process (assessed on the basis of accreditation of higher education institutions);
- Image of the higher education institution (according to international criteria for determining the ranking of higher education institutions);
- The level of satisfaction of employers (in accordance with the concept of ISO 9000).

If we organize the quality control of education using the above methods, we will move from the model of "quality control" to the model of "quality assurance" and increase the effectiveness of education.

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