

EDUCATIONAL QUALITY MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

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Annotation: The article reflects on the problems associated with definition of the important approaches to a quality development of management system for higher educational establishments.

Key words: Higher education, a quality, quality of education, quality of education, the education management, the indicators of an effectiveness.

Introduction: The problem of ensuring the quality of training of specialists has always been one of the most important issues. The global changes taking place in the world are also affecting the field of education and upbringing.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", PQ-2969 of March 20, 2017 "On measures to develop the higher education system", Resolution of June 5, 2018 "On additional measures to improve the quality of education in higher education and ensure their active participation in comprehensive reforms in the country", naming 2019 "Year of Active Investment and Social Development" contributes to the rapid development of education reform is recognized by the general public as an important document that gives a sharp impetus.

Main part: It should be noted that in recent years, significant changes have taken place in the field of education, and in particular in the of education management. Subsequent reforms are aimed at combining basic education with an effective management system that serves the interests of rapid development of the state and society, providing high quality education, its diversity, meeting the needs of the individual and society.

From the organizational and managerial point of view of ensuring the quality of higher education, the following three basic mechanisms of quality management can be distinguished: multi-level hierarchical standardization of higher education, management of higher education processes, as well as strategic management of higher education quality.

Education should focus on determining the mechanism for evaluating its end result, the reliability of the outcome, the validity of criteria and approaches, the objectivity and fairness of the assessment, compliance with the expected outcome requirements, and the development of a manageable, responsive and developmentable staff. Therefore, improving the methods and mechanisms of quality management in education at the level of higher education will always be one of the most pressing issues.

The experience of higher education institutions shows that the success of an educational institution depends in all respects on the management system they have introduced. Assessment of pedagogical staff is a subsystem process of the management system, which today requires scientific and methodological modernization. Different levels of programs are developed to control the quality of the educational process. Programs include the necessary indicators, quality indicators, other criteria (educational work, research, spiritual and educational work, etc.) that are included in accordance with the direction of the relevant processes. The concept of "quality of education" is broad, taking into account a number of factors. Recently, the category of quality of education in pedagogy is actively used to analyze various aspects of pedagogical activity. One area of such analysis is the systematic review of learners' knowledge (G.Ya. Alimova, L.L. Zorina, I.L. Lerner, M.N. Skatkin, B.L. Farberman, etc.).

The main objectives of achieving quality in the educational process are:

- ✚ regular monitoring of the quality of regulatory documents;
- ✚ organization, planning, implementation of the educational process, the provision of training materials;
- ✚ Ensuring the quality of teaching technologies, the use of modern technologies, teaching materials, attention to the effective use of innovative pedagogical technologies in the educational process by teachers;
- ✚ Analysis of the educational process with potential staff, research, scientific and methodological work, capacity building of teaching staff, quality organization of staff placement, regular monitoring and analysis of the level of mastery (current, intermediate, final rating points).

Conclusion: It is expedient if the effective management of the education system and the organization of the educational process at the level of higher education are carried out and controlled on the basis of the following principles:

- ◆ status of working curricula, quality of working programs in science, scientific potential level, level of knowledge of teachers (checked on the basis of student surveys);

◆ organization of educational activities, the level of qualification of teachers, educational and methodological support of the educational institution;

◆ organization of certification, organization of current and final control, organization of intermediate certification, organization of internships for students, quality management of education, quality control of training, improving the quality of training;

Based on the above theoretical considerations, the effectiveness of education management in improving the quality of education will increase if its function, measures to eliminate errors and shortcomings are properly organized at all levels of government (rector, vice-rector, dean, heads of departments).

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