

CONCEPTS AND CHARACTERISTICS OF EDUCATION AND QUALITY OF EDUCATION

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Abstract: The article discusses the quality of education - a set of features of the educational process that determine the consistent and practically effective formation of competence and professional consciousness.

Key words: quality of education, education, international standard, national standard, competence, professional education, presentation, knowledge, methodology

The International Organization for Standardization (ISO) is an international standards-setting organization composed of representatives from various national standards organizations. This organization defined quality as "Quality is a set of characteristics related to the ability of an object to meet specified and expected needs."

The quality of education is the compliance of education (as a result, as a process, as an educational system) with the established needs, values and norms (standards).

Achieving quality indicators depends on management, ensuring their values, complexity and combination.



Quality is considered not only as a result of activity, but also as an opportunity to achieve it in the form of internal potential and external conditions, as well as a process of formation of characteristics.

Education, like any process or result of human activity, has a certain quality. Conceptually, the most accurate is the following definition of the quality of education.

The quality of education is a set of characteristics of the educational process that determine the consistent and practically effective formation of competence and professional consciousness. Three groups of characteristics can be distinguished here: the quality of the potential to achieve the educational goal, the quality of the process of professional formation, and the quality of the educational result.

The composition and system of factors affecting the formation of the quality of education. The main parameters of the quality of education reflect the set of factors influencing the formation of quality, as well as the measurement and characteristics of the influence of these factors, their interaction with each other.

The main factors of the quality of education are the purpose and potential of education. The first one reflects the public opinion about which educational option can be considered ideal, which will meet not only today's educational needs, but also tomorrow's. The goal reflects the development trend of educational needs and includes the entire educational system, it is manifested not only in the state policy, but also in the behavior of each participant of the educational process.

The second factor - educational potential - describes the possibilities of achieving the goal in terms of resources and objective conditions.

These factors are external and internal to a particular educational organization. The purpose, potential, for general education is available separately for each organization.

But other factors of education quality can be conditionally divided into two groups - external and internal.

The first includes state management of education (activities of the Ministry of Education and Science), organizational and legal provision of education (Law on Education, State Education Standards, etc.), education including education financing system, manifestation of educational needs and public opinion about education, quality of education.

The second group of factors - internal - includes the composition of teachers and students, material and technical support of the educational process, information and methodological support, educational technology and educational work. A specialized quality management system (if any) and an educational program play a special role.

Ultimately, these factors determine the quality of education both as a system and as a process of obtaining and providing it, as well as the quality of the educational result. In addition, all factors have their own characteristics, the quality of each of them can be said separately.

Management of the quality of education is not only to achieve its certain level, but also to ensure the positive dynamics of its change.

In all modern developments of the quality of education, the main focus is on achieving a certain level of it. But in the process of social development, the needs and conditions of education change, and after them, the requirements for quality and the criteria for its evaluation must change.

The dynamics of the quality of education can be different. It can be stable or unstable and can be characterized by sharp, gradual decrease, increase or various types of qualitative changes. These trends differ in the direction, pace and rhythm of changes.

It is necessary to improve the quality of education. But understanding this is not enough. In order to answer the question of which trends are possible and desirable to improve the quality of education, and which ones should be bypassed or avoided, it is necessary to know the following:

There is a gradual tendency to increase the quality of education. It represents two consecutive logistic curves. There is a turning point in this trend at what can be called a leap in quality. This is determined by significant changes in the external environment and quality management: the introduction of a new system and management mechanism, the achievement of scientific and technical progress, the successful reform of education, the accumulation of critical mass in the use of all factors that improve quality.

In this regard, it seems important to create a system for analyzing the activities of the team of pedagogues in order to manage the quality of education in education.

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